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ABSTRACT

This manual uses charts and outlines to present a kindergarten program based on the theory that learning is developmental and continuous. The program's integrated subject approach is aimed at enabling children to develop communication skills, intellectual abilities, a positive self-image, and academically appropriate psychomotor skills. These four general goals are outlined in terms of specific behavioral objectives. A working draft of suggested approaches to achieving the stated objectives forms the largest portion of the manual. It includes descriptions of teaching/learning strategies for each objective, organizational alternatives (learning centers, teacher-aide teams, or a combination of the two) and evaluation processes (initial and follow-up assessment tasks for each objective, and guidelines for communicating with parents and maintaining progress records). Appendices to this section of the manual provide further information on planning; reading instruction; use of learning materials and activities such as beads, blocks, tools, and field trips; use and interpretation of the draw-a-man test; and a sample progress report form. A final section offers suggestions for selecting and ordering appropriate classroom equipment and consumable and nonconsumable materials sufficient for a class of 25 students. (ED)

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EARLY CHILDHOOD EDUCATION

KINDERGARTEN SECTION

PROGRAM OF STUDIES

PS 008095

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

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PROGRAM OF STUDIES

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KINDERGARTEN

SECTION A

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OVERVIEW

Constant and accelerating change characterizes our present-day society. It is imperative that we design a school environment which will help our students master concepts, develop skills, nurture interpersonal relationships, promote responsible behavior, and formulate values necessary for survival in this rapidly changing world.

Much of the total knowledge an individual achieves is reached by the age of eight and the early years of a child's life become increasingly important to his/her total development and later educational achievement. It then becomes our responsibility to design programs that prepare each child with the necessary skills to acquire, process, apply and evaluate information toward a developing knowledge system. However, the focus is on the child as a person, rather than on the amount of subject matter the child can master. The rationale supports the philosophy that each child is of worth--a person of continuing development who has strengths to be encouraged and unknown potentials to be released.

The kindergarten program includes all content areas in an integrated subject approach and is based on the theory that learning is developmental and continuous. Much of the program depends upon the child's needs and his/her levels of development in the intellectual, social, emotional, and physical areas. Therefore, it is necessary to teach what each child can comprehend according to the learning style incorporating his/her need to manipulate objects and be actively involved.

Early Childhood K
Section A
September 3, 1974

GENERAL GOALS

The general goals of the kindergarten program enable the child:

1. To develop the skills necessary to communicate wants, needs, knowledge and feelings.
2. To develop intellectual abilities so as to organize and process information and relate it to an expanding store of knowledge.
3. To develop a positive self-image through opportunities for success and an understanding of one's talents, abilities, and creative potential.
4. To develop psychomotor skills that promote continued academic achievement.

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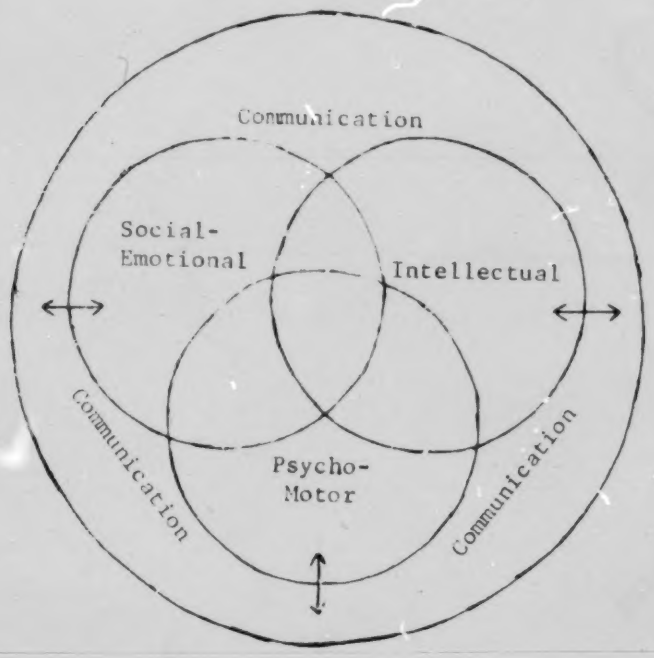
EARLY CHILDHOOD EDUCATION

KINDERGARTEN

SECTION B

OBJECTIVES FOR THE EARLY CHILDHOOD INSTRUCTION PROGRAM

The general goals identified in Section A give direction to the objectives for the early childhood instruction program. These objectives are generalized behaviors stated in developmental terms. They are based on the social-emotional, intellectual and psycho-motor domains within the child. Communication permeates these three domains. It is more than the acquisition of language skills. Communication is the tool which enables the child to function as a healthy, productive individual in society. The diagram below illustrates the relation of communication to the domains and their interrelatedness:



The Interrelationship of the Domains

The separation of the intellectual, social-emotional and psychomotor domains is done for convenience in stating objectives. In reality the processes within the domains are exhibited in the integrative behaviors of the whole child. The objectives not only encompass basic learnings but also provide an extension for those children whose development and capabilities enable them to progress further. Evaluation of the objectives can be accomplished because the acquisition of behaviors related to the skills can be observed. Each of the content areas can be used to develop these objectives.

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Asterisks on the following pages indicate basic objectives for the "average" child. The statements in italics illustrate and clarify selected objectives. The objectives may be met in many ways and in all learning centers.

COMMUNICATION

I. Oral Language

A. Language Development

The child will:

*- Develop an adequate vocabulary to express needs, emotions and experiences.

*- Acquire syntactic skills that enable meaningful expression.

The child puts words together to make complete sentences.

*- Relate experiences and give information using a logical sequence of ideas.

A child tells about the events of a family trip in the sequence in which they occurred.

*- Clarify concepts through oral language.

In talking about a tornado the child tells a peer to look for an ice cream cone in the sky. Further discussion clarifies the concept of tornado.

*- Predict outcomes, make inferences and draw conclusions.

The child observes a cocoon and postulates that an insect will emerge.

B. Auditory Processing

The child will:

*- Distinguish and identify environmental sounds.

The child names the sounds heard while on the playground.

*- Discriminate the similarities and differences in sounds: rhyming words, word beginnings, word endings.

- Use sounds/symbol relationships.

- Use consonant and vowel sounds as one means of decoding.

II. Written Expression

A. Visual Processing

- Visual Discrimination

The child will:

. distinguish likenesses and differences of forms and shapes.

The child matches the correct geometric inserts to the puzzle board.

*. distinguish likenesses and differences of pictorial configurations.

The child finds the one clown that is different in a series of clown pictures.

*. distinguish likenesses and differences of alphabet letters.

The child removes the "g" magnetic letter in the following series: p p g p.

. distinguish likenesses and differences of printed words.

The child will choose the same word in a series of words: stop top stop pots.

- Recognition and Identification

The child will:

*. name shapes and colors.

. distinguish sizes.

*. name elements of pictures.

*. recognize the letters of the alphabet.

. name the letters of the alphabet.

. read words.

. read phrases, sentences and stories.

- Spatial Orientation

The child will:

*. move parts of the body within a given space.

The child goes over and under an obstacle.

. sequence from left to right.

The child strings a pattern of beads in a left-to-right process.

. combine letters to form words.

B. Fine Motor Processing

The child will:

*- Use manipulatives.

The child uses cube blocks, pegboards, lacing boards, puzzles, math counters, and wooden alphabet letters.

*- Scribble, paint, draw, cut and paste.

*- Use tools of writing in making letters, writing names or attempting to write words.

The child paints own name at the easel. At a later time child uses a pencil.

C. Recording Language

The child will:

*- Associate spoken word/written word: labelling.

The teacher prints the word "dinosaur" on a card near the clay model that the child has constructed.

*- Dictate simple stories about productions.

The teacher records the story about the zoo construction in the blocks as the child tells it.

*- Trace printed symbols.

The child dictates a story about a painting and then traces over the letters with a crayon or pencil.

*- Copy numerals, letters and printed words.

The child dictates a story about a drawing and then copies it.

- Write own words, sentences and stories.

A child records own words, perhaps using a dictionary or own compiled word booklet.

III. Language Comprehension

The child will:

*- Be attentive.

- Understand the meaning of oral language.

*. attend and recall specific information.

After hearing the story at the listening center, the child recalls that the troll lived under the bridge.

*. attend and follow oral directions.

A child closes the door, turns off the light and claps three times from verbal directions.

. process information, based upon discussion and ask relevant questions.

- Understand the meaning of written language.

*. interpret characters and events shown in pictures.

*. know that the names of objects and actions are represented by words.

. read pictures or words to find general and specific information.

IV. Non-Verbal Expression

The child will:

*- Use nonverbal means to convey thoughts, feelings and actions.

The child in creative movement shows feelings of happiness, anger, etc.

*- Use nonverbal means to extend understanding of concepts.

The child moves under or over an obstacle course when given the oral direction.

INTELLECTUAL DOMAIN

I. Learning Processes

A. Observing

The child will:

*- Identify objects and characteristics of things.

The child chooses and describes a smooth or rough cube or sphere.

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*- Note changes of properties.

The child notes verbally the melting of an ice cube.

B. Classifying

The child will:

*- Group without regard for specific similarities.

The child puts the blocks in the case randomly.

*- Group according to similarities and differences.

The child selects triangular blocks of identical size and shape for airplanes in his/her airport construction.

*- Group consistently by two or more attributes.

Given an assortment of beads, the child will group by color and shape.

- Regroup the same items using a different set of criteria.

- Provide a logical explanation for the groups.

C. Using Space/Time Relationships

- Space

The child will:

*. orient self and objects in space; develop the concepts of body awareness, position, direction, and distance.

The child places self in a specific position as designated in a given diagram.

*. measure length and volume.

- Time

The child will:

*. order events chronologically.

The child puts in order a series of pictures showing the growth of a plant.

*. acquire such concepts as before, after, during, beginning and end.

*. measure time span.

The child observes how many times he/she turns the hour glass during snack.

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D. Seriating

The child will:

*- Order objects according to one particular attribute.

The child builds several towers of graduated heights, arranging them in sequence from the tallest to the shortest.

E. Quantifying

The child will:

*- Compare characteristics of objects and quantities to acquire such concepts as longer, shorter, more, less, equivalent.

*- Match with one-to-one correspondence.

*- Count objects.

*- Identify the quantity of a given set.

*- Use numbers to represent quantities.

The child records in his/her counting book the number of tables in the room.

*- Combine sets of objects and express the quantity.

- Use operational symbols when combining sets of objects (+, -, =).

F. Problem Seeking and Solving

The child will:

*- Actively seek out problems as an expansion of natural curiosity and inquisitiveness.

The child is building a bridge and expresses a desire to make it into a drawbridge.

- Strive to solve problems.

*. formulate "what if" questions.

*. collect information.

. analyze information.

. draw conclusions on original question.

. generalize conclusions to other situations.

II. Creative Processes

The child will:

*- Generate a variety of responses: fluency.

The children offer many ideas for types of block structures.

*- Produce alternate responses: flexibility.

The children decide to build an apartment house. They discuss several different types of buildings.

*- Produce unique responses: originality.

While building the apartment building one child suggests some unique feature which the children then incorporate.

*- Embellish thoughts, ideas or objects: elaboration.

Another child then adds on to the unique feature.

III. Attention/Memory Processes

A. Attention

The child will:

*- Exhibit awareness of the immediate environment.

*- Develop the ability to focus on a selected activity.

*- Concentrate on a stimulus and gradually increase time of concentration.

B. Memory

The child will:

*- Recall series, sequences, and lists: span and serial memory.

The child repeats a familiar nursery rhyme or finger play.

*- Remember meaningful ideas and information: meaningful memory.

The child builds a zoo and recalls that giraffes need higher cages.

*- Recognize and reproduce forms, objects and arrangements of forms and objects: visual memory.

When painting the child recalls and paints the tree next to the school.

*- Repeat spoken series, listen for specific details, imitate sounds and patterns, repeat oral selections, associate sounds and forms: auditory memory.

The child produces the animal sounds while playing with the wooden models.

THE SOCIAL AND EMOTIONAL DOMAIN

I. The Development of Self

A. Personality Adjustment

The child will:

*- Appear generally happy: cope with variety and frustration.

*- Maintain a healthy level of activity and curiosity.

*- Become increasingly self-responsible, self-sufficient, and autonomous, and at the same time have a healthy need for affiliation, friendship and love.

B. Self-Esteem

The child will:

*- Develop a healthy self-image.

*- Develop self-confidence, a sense of personal worth, and security.

II. The Development of Social Skills

A. Individual Relationships

The child will:

*- Strive to be considerate of others; begin to be aware of needs, feelings and wishes of others.

*- Begin to develop positive means for emotional release.

B. Group Relationships

The child will:

*- Develop a reasonable code of behavior.

*- Strive to function as a participant or leader.

*- Respond to group-established limitations on behaviors.

*- Retain a sense of individuality within a group.

In group block play the child shares own ideas while accepting the ideas and plans of others to make a construction.

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III. Development of Motivation for Learning

The child will:

*- Develop positive feelings about school, teacher and learning.

The child is eager to share with peers and teacher his/her thoughts and plans for a construction.

*- Strive to:

. initiate tasks.

. persist until completion of task.

. work for self-improvement.

A child pursues an interest in space vehicles. He/she completes the construction of a launching pad and rocket ship after experiencing dissatisfaction with a prior construction.

. *- Pursue a wide variety of interests.

*- Cultivate a sense of aesthetic appreciation by:

. expressing satisfaction and pride in creative and self-initiated efforts.

. valuing other people's contributions.

. developing an awareness of and an appreciation for the environment.

PSYCHOMOTOR DOMAIN

I. Large-Muscle Coordination

The child will:

*- Develop body balance and position in space.

The child hops on one foot and is able to walk a line.

*- Develop controlled movement.

The child stops and changes direction in a running activity.

- Develop coordination of movement.

II. Small-Muscle Coordination

The child will:

*- Develop controlled manipulation of objects.

The child strings beads and places pegs in a pegboard.

*- Develop skill in the use of crayons, scissors, and pencils.

III. Eye-Hand Coordination

The child will:

*- Draw geometric forms.

The child draws circles and squares on the chalkboard.

*- Trace and copy.

The child traces a sandpaper letter with finger and then reproduces it in sand.

The child traces over letters in a language experience story.

- Aim and align.

The child throws a bean bag at a given target.

The child throws a ball to a partner.

*- Match forms.

The child reassembles a puzzle.

The child copies a shape, a letter, own name or a word.

PROGRAM OF STUDIES

EARLY CHILDHOOD EDUCATION

KINDERGARTEN

SECTION C

WORKING DRAFT

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

FOREWORD TO SECTION C

Section C is a working draft and will be expanded in the summer of 1975. Parts of this were developed during 1973-74 and June 1974 by a group of teachers and parents with certain curriculum specialists as consultants.

An expansion of this section will include a clarification of approaches to teaching/learning, additional organizational alternatives, suggestions for recording data for various instruction reasons. Kindergarten teachers are urged to submit reactions to this section and ideas for additions to the early childhood curriculum specialist not later than April 1975.

SUGGESTED APPROACHES

THE IMPLEMENTATION OF THE PROGRAM

Essential components of any educational program include the child, the teacher, the environment and the curriculum. The type and extent of learning which occurs will depend upon each of the four components and their characteristics, as well as on the quality of interaction among the components. This interaction may be thought of as the educational program whether the organizational pattern is self-contained, team teaching, non-graded or multi-age grouping.

It is generally understood that the kindergarten program uniquely represents an integrated subject approach through which multiple learnings take place. Kindergarten, then, is a planned program for the development of the basic valves, concepts and skills needed to assure success in later life. Therefore it is necessary to teach what each child can comprehend in a manner that is appropriate for the child.

The teacher must have identified long-range goals as well as objectives for specific daily activities in the curriculum. The determining factors in all of the teacher's planning, however, are the child's needs and interests, as well as the basic principles of child growth and development.

The nature of the five-year-old child demands an informal learning atmosphere and clearly defines the teacher's role in the educational program. This requires the teacher to organize time, space and materials so that plans for the child's learning can be carried out within the objectives of the kindergarten program.

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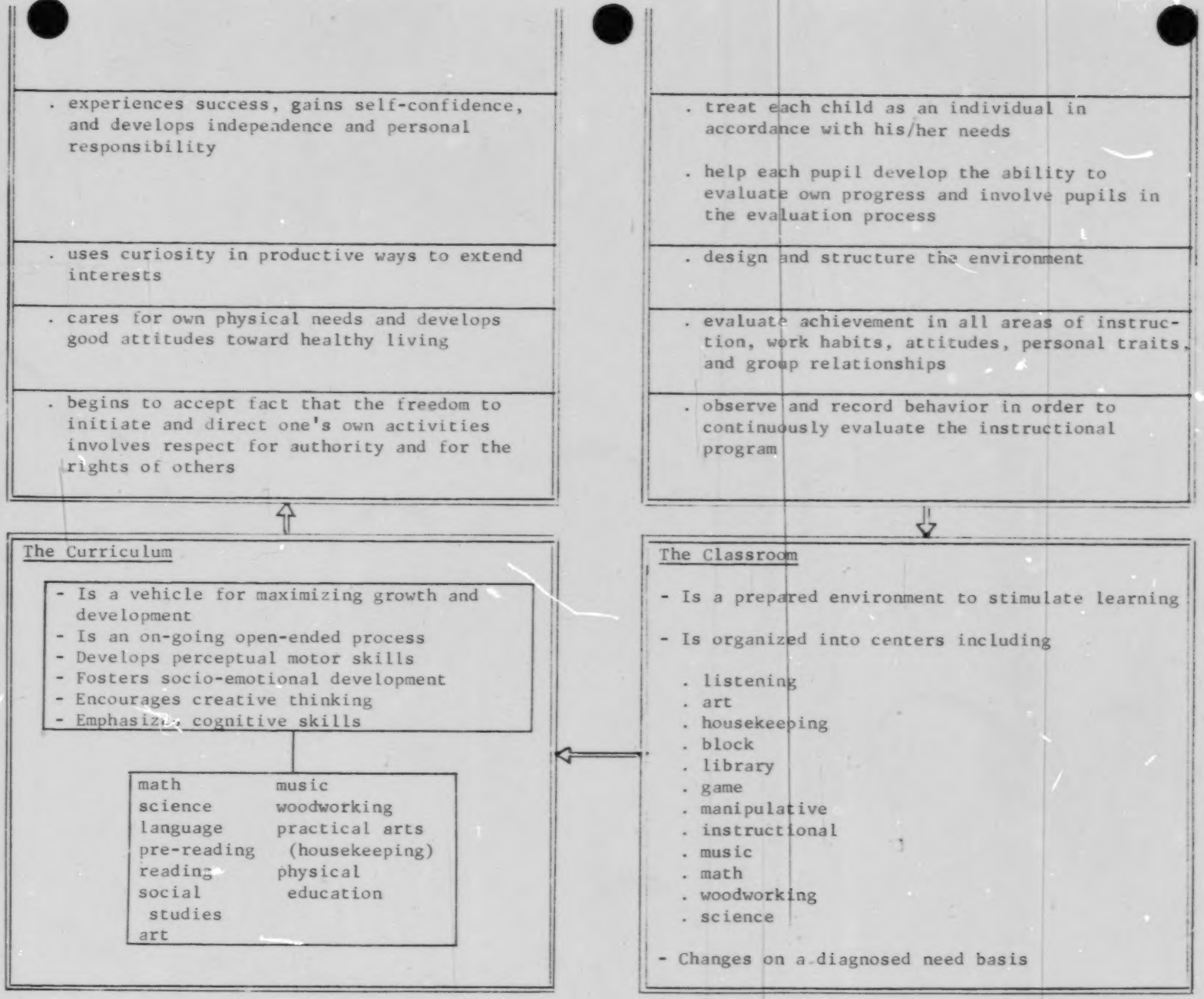
ESSENTIAL COMPONENTS OF AN EDUCATIONAL PROGRAM

This chart shows the interrelation of the essential components of an educational program.

The Nature of the Child	defines	The Teacher's Role
- Necessitates active participation in the learning process and a balanced program to further the emotional, social, mental and physical development so that each child:		- Is to facilitate learning and not to dispense knowledge. He/she is a catalyst who humanizes instruction in the classroom. To accomplish this, the teacher should:
		. provide learning experiences which incorporate both spontaneous and structured activities
. feels accepted, wanted, and appreciated		. understand and appreciate each child as an individual of worth . know the home and community environment of each child and strive to form a partnership with parents
. acquires information and skills in order to become more aware of the world around him/her and how he/she relates to it		. know the academic strengths and weaknesses of each child
. learns to listen, to speak with confidence and clarity, and to express self through many media--i.e., art, music, movement, and dramatic play		. organize a day's activities to provide balance: ..child-selected activities/teacher-directed activities ..group activities/individual activities ..vigorous play/less active play ..firsthand experiences/vicarious experiences
. learns problem seeking and solving techniques		. develop and use questioning techniques that require pupils to employ the higher cognitive processes as well as to demonstrate retention and comprehension, and encourage pupils to express their ideas in group discussions


. experiences success, gains self-confidence, and develops independence and personal responsibility
. uses curiosity in productive ways to extend interests
. cares for own physical needs and develops good attitudes toward healthy living
. begins to accept fact that the freedom to initiate and direct one's own activities involves respect for authority and for the rights of others
. treat each child as an individual in accordance with his/her needs
. help each pupil develop the ability to evaluate own progress and involve pupils in the evaluation process
. design and structure the environment
. evaluate achievement in all areas of instruction, work habits, attitudes, personal traits, and group relationships
. observe and record behavior in order to continuously evaluate the instructional program
The Curriculum
- Is a vehicle for maximizing growth and development
- Is an on-going open-ended process
- Develops perceptual motor skills
- Fosters socio-emotional development
- Encourages creative thinking
- Emphasizes cognitive skills
math
science
language
pre-reading
reading
social studies
art
music
woodworking
practical arts (housekeeping)
physical education
The Classroom
- Is a prepared environment to stimulate learning
- Is organized into centers including
. listening
. art
. housekeeping
. block
. library
. game
. manipulative
. instructional
. music
. math
. woodworking
. science
- Changes on a diagnosed need basis

TEACHING-LEARNING STRATEGIES

Teaching-learning strategies involve the interaction of the child, the teacher, and materials. This interaction is the means by which educational objectives are achieved. The strategies are based on the knowledge of how young children learn. There are general approaches for teaching in kindergarten as well as specific learning activities.

With the child as a focal point, the teacher diagnoses, instructs and evaluates in a continuous cycle.

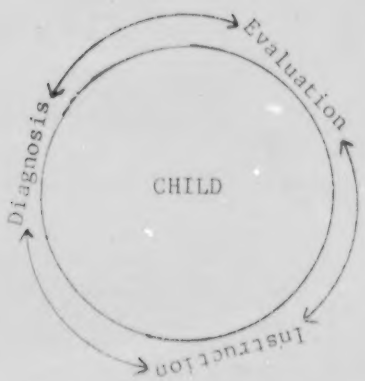
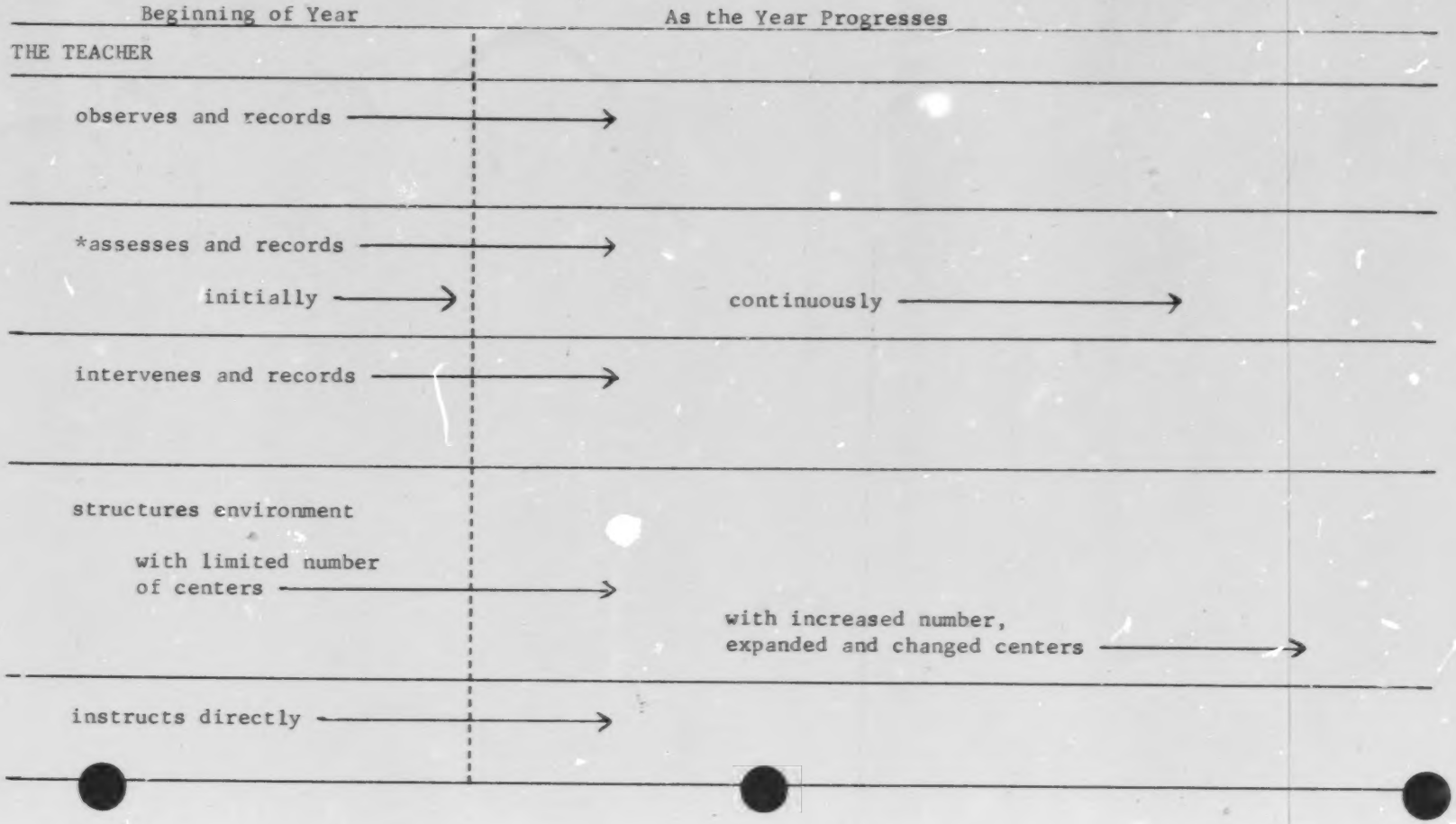
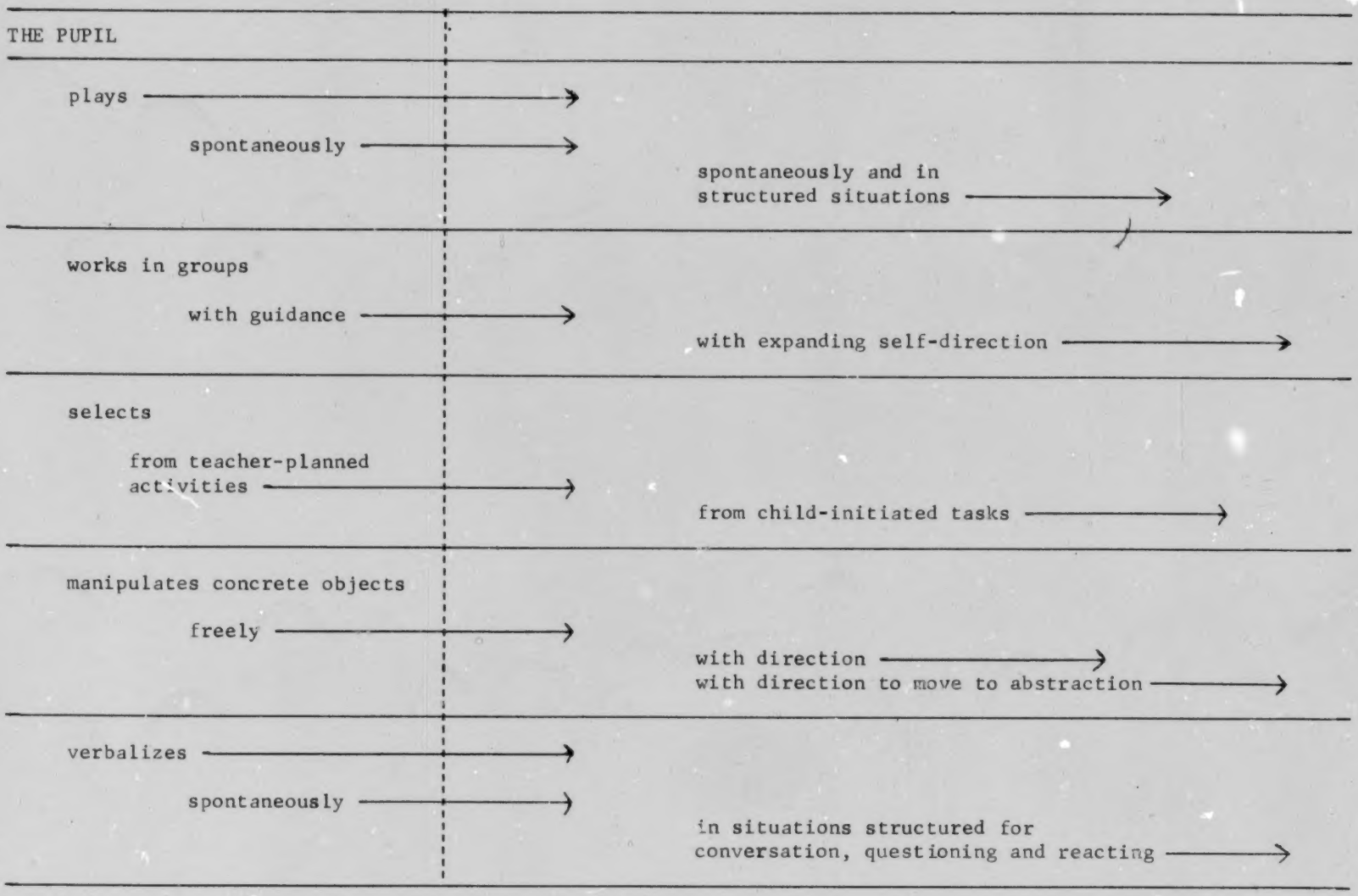


CHART SUMMARIZING TEACHING/LEARNING APPROACHES

This chart provides the teacher with suggested instruction approaches which become more complex as the child's needs and interests change during the year. Diagnosis and instruction by the teacher are fundamental to individualized instruction and continuous progress of the child. Diagnosis and evaluation are an ongoing process which includes observation as a main element. This process can be either formal or informal and can be used at different times and in various settings. Recording information gained while instructing, assessing and observing are an essential part of instruction.

Teaching and Learning Strategies





*See Assessment for Kindergarten, Pages 32-42.

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Early Childhood K
Section C
September 3, 1974

PLAY - A TEACHING STRATEGY

Play is a natural function of all human beings and extends from infancy throughout adult life. It is an essential process through which learning occurs in the young child. It is the child's way of exploring and manipulating through which the child communicates his/her feelings about self and his/her world. The manipulative stage is an integral part of learning and it must not be rushed or neglected.

The function of play in the kindergarten is to help the child:

- acquire skills
- increase understandings
- gain knowledge
- relieve tension
- satisfy emotional needs
- make social contacts

As the child is observed at play, the teacher gains understanding of his/her feelings and level of development. Thus, the teacher is able to plan activities which enable the child to grow academically and socially.

Levels of play are dependent upon the social growth and development of the individual child. These levels are:

- solitary play - the young child does not know how to mingle with others nor need or want to do so

- parallel play - two children play side by side with no interaction

- associative play - play which is not always cooperative, but includes interaction

- cooperative play - children plan and work together, sharing ideas, materials and labor

Play can be spontaneous or structured. In spontaneous play the child chooses his/her own theme. The direction may change often and does not necessarily conform to adult logic. The child may be playing house and quite suddenly change to keeping store. There should be as little adult interference as possible so that the child will feel free to express his/her feelings. At times, the teacher may need to stop and/or redirect the play in order to keep it within bounds.

Structured play occurs when an adult intervenes and suggests topics or assigns roles. At times the skillful teacher, through questioning or other means, will lead the child to a higher level of play.

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ORGANIZATIONAL ALTERNATIVES

ORGANIZATIONAL ALTERNATIVES

To achieve optimum learnings for a child, the kindergarten classroom organization must be based on the nature and learning style of the five-year-old and show flexible use of space, time, materials, curriculum and personnel. There are many organizational patterns available to the teacher, and he/she must seek those patterns that produce a stimulating learning environment for children as well as ones that give the teacher the freedom to use his/her own personal style of teaching. No two days are alike, no two classrooms look alike, no two teachers approach instruction or children in the same way.

Suggested examples of different phases of organization are given on the pages which follow.

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CLASSROOM ENVIRONMENT AND LEARNING CENTERS

The kindergarten classroom is a learning laboratory. Centers (and classroom areas with appropriate equipment and a variety of well-selected materials) are used for activities to implement the curriculum.

A child, given new materials, follows a sequential pattern of manipulation. In most cases the progression is through the following stages:

1. Free manipulation takes place as the child explores the things he/she can do with the materials

2. Guided manipulation occurs when the teacher intervenes to help the child clarify concepts or develop ideas. The child may not have a product in mind or be able to verbalize what he/she is attempting to do with the materials

3. Representative manipulation takes place when the product is clear in the child's mind. Materials are used to carry out plans and the child is able to talk about them.

The teacher should be aware of the stages listed above, and plan for the free manipulation of new materials prior to using the material in an instructional situation. Otherwise, the child may focus on the material itself rather than on what the teacher wants done with it. Through observations the teacher will note children who have had previous experience with the material and will offer guidance as indicated in the second stage.

When the child reaches the stage of representative manipulation, the teacher must provide new materials which can be used to develop new ideas, concepts and products. Thus, the materials in the learning centers will change throughout the year, with some materials put away and others introduced. A balance should be maintained between familiar and new materials.

When working in the learning centers the child:

- exercises self-discipline
- displays initiative
- satisfies needs
- explores interests
- develops resourcefulness
- grows in social competence
- develops skills
- gains knowledge
- builds concepts
- recognizes and translates symbols.

The teacher and aide circulate among the groups observing and recording data and helping children as they work. Needs, interests and strengths are noted and form the basis for planning the next steps for instruction--children are given short periods of direct instruction on a one-to-one basis in small groups.

Some general guidelines which will facilitate the use of the learning centers are as follows:

- The number of centers in use at any one time is determined by space, the needs and interests of pupils, and the teacher's plan for instruction
- Centers are placed in an area best suited to that particular activity
- Standards for working in each center are developed with the children and grow out of the situation
- Materials should usually remain in the appropriate center
- Materials and equipment are introduced, withdrawn, modified and reintroduced throughout the year
- A limited amount of equipment or materials should be available for use at any one time
- Materials not being used should be stored
- Pupils called from a task should be able to return and find it undisturbed
- The number of children working in a center should be limited according to the space and activity
- Each child puts away the materials used when the work is finished; putting materials away is important to the child's learning of pattern, order and good work habits

There are certain work centers recommended for the kindergarten classroom. A listing of these centers, the materials, desirable outcomes and suggestions for use appear on the following pages.

LEARNING CENTERS

CENTER	MATERIALS
Housekeeping	stove sink refrigerator cupboard table and chairs baby bed baby carriage mirror dishes pots and pans housekeeping tools dress-up clothes play dough
*Library	picture books easy-to-read books rocking chairs rug
Art	easels *paints *brushes *clay *crayons scrap box *paper finger paint *smocks *paste *scissors *pencils sponges
* Should be available at all times.	*Should be available at all times.

00083

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Develops the concept of one to one correspondence. Encourages language development. Extends understanding of roles. Expresses ideas and feelings. Accepts ideas of others and relates those to his/her own. Facilitates the progression of play from one level to another.	This center will be fairly permanent. Clay and water cause the housekeeping tools to deteriorate. Use play dough and water within limits set by teacher and pupils.
Gains pleasure from blocks. Learns to handle books properly. Begins to develop acceptable library behavior. Reads pictures and symbols. Discusses books with others.	Place in a well lighted, quiet area. The books are attractively displayed and changed frequently. The child may need help in handling a book properly. Each child should have clean hands when going to the library area.
Expresses individual creativity. Recognizes color. Discovers that overlapping colors in painting produce color variations. Explores the use of various media.	Counter tops provide good painting space. This center should be placed near the sink. Clay, finger paint and the scrap box are introduced one at a time and then placed in the center. Some materials may be withdrawn when others are brought out. Paper on the floor under the easel protects the floor. Five or six smocks are a sufficient number to be in use at any given time. Sponges are used for cleaning purposes.

00031

LEARNING CENTERS

CENTER	MATERIALS
Listening	earphones tape recorder records record player books to accompany records, whenever possible rug
Blocks	unit blocks block accessories a rug

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Develops attentional skills. Becomes selective in choice of materials. Makes some personal choice in music.	The listening center should be located in as quiet an area as possible. A rug on the floor in this center is helpful. Children may sit or lie on the rug as they listen. Earphones should be kept off the floor and cleaned frequently. Children choose material they wish to use. Material is changed often.
Develops understanding of quantitative relationships. Develops skill in planning activities. Provides opportunities for leadership. Shares ideas and materials. Discriminates in sizes and shapes. Develops the concepts of weight, height and balance. Develops basic ideas of construction. Increases skill in construction. Improves manipulative skills. Acquires problem solving techniques. Practicies safety measures.	A rug absorbs much of the unavoidable noise of block play. Blocks are stored according to size and shape. Blocks are put away as they are taken down.

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LEARNING CENTERS

CENTER	MATERIALS
Sand table	sand table sand plastic containers for sand brush and dust pan plastic covering for floor under the table funnel sieve plastic sprinkling can containers for measuring
Water play	water table with syphon plastic containers (various sizes and shapes) bottle with sprinkler top floating and nonfloating objects sponges plastic sheet for floor
Manipulation	tableblocks counting cubes lacing shoes beads dominoes pegboard and pegs Lincoln logs tinker toys Geo-stix

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Measures quantities. Reconstructs work-a-day world (tunnels, bridges, roads) Discovers certain physical phenomena (erosion, land forms, seepage, texture, properties of sand) Represents physical space with physical objects.	Discuss the importance of keeping the sand in the sand box. Much discussion of the proper use of the sand table is required throughout the time it is in use. Limit the participants to not more than three, preferably two. Keep sand damp so that it can be molded and shaped. Children should help drain the sand from the box. Keep a pail of water near the sand table so that children can rinse hands when they finish playing. Each child learns to be responsible.
Receives certain sensory impressions. Measures liquids. Identifies objects that float and those that do not. Understands certain properties of water.	Place table near the sink Have at least two large sponges and paper towels near at hand. Drain or siphon the water from the table frequently. Children should help do this. Helpful for some children needing sensory experience. Limit time for most children to develop concepts of measuring, etc.
Develops ideas of pattern and order. Compares and categorizes according to color, size and shape. Develops eye-hand coordination and motor skills. Sees the relationship of parts to the whole.	These materials are used at the table in the center or on the floor nearby. The number of materials available for use at one time should be controlled by the needs and interest of the group.

00838

LEARNING CENTERS

CENTER	MATERIALS
Manipulation (Cont.)	parquetry blocks puzzles lotto games sequence boards teacher-made materials coordination boards
Woodworking	workbench saw nails scraps of soft wood, cardboard, styrofoam hammer dowel sticks brace, or bit screws sand paper screw driver glue

30039

DESIRABLE OUTCOMES	ITEMS TO BE CONSIDERED
Learns the idea that he/she can make useful objects. Sees raw materials transferred into a product. Produces something that is real to the child.	This center is placed in the classroom during the second semester. Choose an area that is free from other activities and large enough to accommodate all necessary materials. Materials should be easily accessible to the center. Children are given explicit safety rules along with discussion of each tool and its use. Two children work in this center at one time. Constant supervision is desirable. This guidance may be relaxed somewhat as the children learn to handle the tools safely.

00040

THE TEACHER-AIDE TEAM

The kindergarten teacher will be one of a team of professional and paraprofessional personnel involved in the education of the five-year-old. The teacher and aide form the classroom team. The quality of teamwork between these two is reflected in the child's educational program.

The adults who work most successfully in the kindergarten:

- enjoy working with young children
- practice infinite patience
- exhibit sensitivity to feelings, needs and levels of performance, with or without communication, on the part of the child
- can function comfortably and appropriately in a constantly changing situation.

The quality of the teamwork depends upon:

- mutual respect and support
- establishment and maintenance of good communication
- understanding the role of each in the daily program.

ROLE OF THE TEACHER		ROLE OF THE AIDE*
. initiates the leadership role in the team	- - - - -	. works in a team-member role
. sets socio-emotional climate	- - - - -	. supports socio-emotional climate
. structures classroom environment	- - - - -	. assists in structuring classroom environment
. determines the assessment and plans for instruction	- - - - -	. participates in assessing and planning for instruction
. determines teaching strategies	- - - - -	. utilizes teaching strategies
. establishes outline for program schedule	- - - - -	. assists in maintaining the program schedule
. provides the direct instruction	- - - - -	. reinforces instruction and enriches learnings

*See the following page for specific suggestions.

Suggestions for Implementing the Role of the Aide

In the kindergarten team the aide

. works in a team-member role

- develops trust and belief in the team
- offers ideas and suggestions for team consideration
- learns needed aspects of curriculum theory from teacher
- extends theoretical ideas into practice

. supports socio-emotional climate

- has a working knowledge of child growth and development
- strengthens the child's self-concept
- spots trouble situations, intervening when appropriate
- furnishes the child with another person with whom to identify
- provides a greater feeling of security

. assists in structuring classroom environment

- helps prepare centers
- insures a smooth flow of children in and out of the centers
- frees teacher to work with small groups during work/play time
- helps prepare bulletin boards
- helps in maintaining an orderly room

. participates in assessing and planning for instruction

- meets with the teacher for planning and evaluation
- helps in assessing and recording skills
- records work/play observations

. utilizes teaching strategies

- supervises free-choice activities in centers
- works with small groups
- assists in individual instruction
- helps in total-group instruction

. assists in maintaining the program schedule

- furnishes material and equipment support
- gives clerical support
- prepares instructional materials
- participates in daily routines

. reinforces instruction and enriches learnings

- facilitates learning in centers
- listens to and talks with children
- fosters creative efforts in art, music, and physical education
- records stories children dictate
- reads, tells, and discusses stories

00042

AN EXAMPLE FOR MEETING CHILDREN'S NEEDS IN AN INTEGRATED WORK/PLAY PERIOD

These three instructional approaches would be occurring simultaneously during the 60- to 90-minute work/play period.

Teaching/Learning Strategy	Example of Activity	Role of Teacher During This Period:	Role of Aide During This Period:
Preplanned skill groups (based on assessed needs) (group changes constantly)	*Skill taught--rhyming words* *No. of children--2-6* *Period of time--15 min.*	. worked with skill groups . observed children in playhouse . "touched down" in block corner and supplied zoo animals . discussed a story a child is reading	. while teacher was "stationary," aide was circulating and guiding children into activities . may have worked with individual child or group to reinforce previously introduced skills .. recorded observations
Teacher suggested activity work based on specific needs	*Teacher felt child needs exposure to social interaction. It is suggested that the child work in the housekeeping corner or block corner.*	. listened to a "reader" . started a child on a bead pattern . took dictation for a story . recorded contacts with child	. wrote child's stories . found needed materials . listened to a "reader"
Child selected own work (Teacher extended child's own interest)	*Child came in telling about a trip and wanted to paint a picture.* *Teacher may later have asked if he/she would like to write a story.*		

EVALUATION IN THE TEACHING/LEARNING PROCESS

EVALUATION IN THE TEACHING/LEARNING PROCESS

Evaluation of the young child's learnings is part of the continuous cycle of diagnosing, intructing, planning and evaluating. Constant observations of each child's behavior and progress should be made and recorded by the teacher for use in the cycle identified above.

ASSESSMENT OR DIAGNOSIS FOR KINDERGARTEN

Assessment or diagnosis is a process that is ongoing throughout the year. It identifies performance levels of each child in preparation for individualizing instruction.

Part I - Relationship of Assessment to Objectives

The objectives in the attached charts were selected from Section B of the Program of Studies, Early Childhood Instruction (Kindergarten Section). They have been designed for both initial and ongoing assessment. The objectives which are shaded have been selected for initial assessment. They are considered minimal yet basic for determining starting points for instruction. The charts may serve as a guide to the teacher for keeping a record of what has been assessed and how.

Part II - Suggested Initial Assessment Tasks
(Page numbers in shaded areas of the chart refer to ways of assessing.)

- Communication - Oral Language (p. 37)
  - . Language Development

- Communication - Written Expression (pp. 38-42)
  - . Visual Discrimination
  - . Recognition Identification
  - . Spatial Orientation
    - .. Left-To-Right Sequence

- Intellectual - Learning Processes (pp. 43-45)
  - . Classifying
  - . Quantifying

- Intellectual - Attention Memory (pp. 46-47)
  - . Visual Memory
  - . Auditory Memory

- Psychomotor - Large Muscle Coordination (p. 48)
  - . Controlled Movement
  - . Body Balance, Position in Space

- Psychomotor - Small Muscle (p. 49)
  - . Use of Instrument

- Psychomotor - Eye-Hand Coordination (pp. 50-52)

ONGOING ASSESSMENT	INITIAL ASSESSMENT	OBJECTIVES			
	Page 37	Vocabulary, Syntax, Sequence, Concepts, Inferences	Language Development	ORAL LANGUAGE	COMMUNICATION
		Identifies environmental sounds	Auditory Processing		
		Hears rhyming beginnings/ endings			
		Recalls	Listening		
		Follows directions			
		Compares experiences			
	Pages 38-39	Visual Discrimination Sees likenesses and differences	Visual Processing	WRITTEN EXPRESSION	
	PP. 40-41	Recognition/Identification Names			
	Page 42	Spatial Knows left from right Combines letters			
			Fine-Motor Processing		
			Recording Language		
			Attending	LANGUAGE COMPREHENSION	
			Understanding Meaning		
			Conveying thoughts, Feelings, Actions	NON-VERBAL	
			Extending Concepts		

OBJECTIVES	INITIAL ASSESSMENT	ONGOING ASSESSMENT
INTELLECTUAL > LEARNING PROCESS > Observing		
INTELLECTUAL > LEARNING PROCESS > Classifying	Page 43	
INTELLECTUAL > LEARNING PROCESS > Using Space-Time Relationships		
INTELLECTUAL > LEARNING PROCESS > Seriating		
INTELLECTUAL > LEARNING PROCESS > Quantifying	PP. 44-45	
INTELLECTUAL > LEARNING PROCESS > Problem Solving		
INTELLECTUAL > CREATIVE PROCESS > Fluency		
INTELLECTUAL > CREATIVE PROCESS > Flexibility		
INTELLECTUAL > CREATIVE PROCESS > Originality		
INTELLECTUAL > CREATIVE PROCESS > Elaboration		
INTELLECTUAL > ATTENTION-MEMORY > ATTENTION > Focusing on Stimuli		
INTELLECTUAL > ATTENTION-MEMORY > ATTENTION > Concentrating		
INTELLECTUAL > ATTENTION-MEMORY > ATTENTION > Increasing Concentration Span		
INTELLECTUAL > ATTENTION-MEMORY > MEMORY > Span and Serial		
INTELLECTUAL > ATTENTION-MEMORY > MEMORY > Meaningful Ideas		
INTELLECTUAL > ATTENTION-MEMORY > MEMORY > Visual	Page 46	
INTELLECTUAL > ATTENTION-MEMORY > MEMORY > Auditory	Page 47	

OBJECTIVES	PSYCHOMOTOR							
	LARGE-MUSCLE COORDINATION		SMALL-MUSCLE COORDINATION		EYE-HAND COORDINATION			
	Controls Movement	Develops Body Balance and Position in Space	Controls the Manipulation of Objects	Uses Instruments	Draws Geometric Forms	Traces and Copies	Aims and Aligns	Matches Forms
INITIAL ASSESSMENT	Page 48	Page 48		Page 49	Pages 50-52			
ONGOING ASSESSMENT								

ONGOING ASSESSMENT	INITIAL ASSESSMENT	OBJECTIVES			
		Feels Happy Is Active, Curious Becomes Responsible, Autonomous, etc.	Personality	DEVELOPMENT OF SELF	SOCIAL AND EMOTIONAL DOMAIN
		Develops Self-Image Develops Confidence and Security	Self-Esteem		
		Strives to be Considerate of Others Develops Emotional Release Develops Sense of Humor	Individual Relationships	SOCIAL SKILLS	
		Develops Consistent Code of Behavior Can be Leader or Participant Responds to Limitations Maintains Individuality	Group Relationships		
		Has Positive Feelings		MOTIVATION FOR LEARNING	
		Strives to Achieve			
		Pursues Variety of Interests			
		Cultivates Aesthetic Appreciation			

Part II - Suggested Initial Assessment Tasks

ORAL LANGUAGE

LANGUAGE DEVELOPMENT

Purpose for Selection:

- To give a general idea of the child's oral language development

Material:

- A picture with open-ended content
- Tape recorder (if desired)

Procedure:

- Work with individual child.
- Have the child give his/her name and age. Show picture, saying "Look at this picture and tell me a story about it."
- Use tape recorder (if desired) to record verbatim verbal responses of child. (The children must be familiar with and have had experiences with the tape recorder before it is used for diagnosis.)
- Record response and determine developmental stage, being aware of vocabulary, syntax, sequence, concepts and inferences.

Developmental Stages:
(a-h below represent lowest to highest level of response.)

a. Nonverbal - Child has no language, perhaps a shrug.
b. Naming Objects - Child gives a noun response--for example; girl, boy, daddy.
c. Wholeness - Child says, for example: "Supper," meaning more than just one word.
d. Two words - Child says, for example: "Go home." "See mommy."
e. Putting Action to Noun - Child says, for example: "Children playing."
f. Phrases - Child says, for example: "Hitting the ball." "Washing the car."
g. Discriptive - Child says, for example, "Brown dog." "Blue car."
h. Sentences - Child says, for example: "Daddy is washing the car." "The boys are playing ball."

Source:

- Diagnostic/Instructional Procedures in Language Arts and Math for Five-Year-Olds. CEEC, FCPS, August, 1970, pages 20-26.

WRITTEN EXPRESSION*

VISUAL DISCRIMINATION

Purpose for Selection:

- To show the child's ability to deal with visual symbols

Task

- Matches visual symbols

Materials:

- Test form (see next page)
- Crayon

Procedure:

- Assess on a one-to-one basis.
- After familiarizing child with the format of the test, using the two examples at the top of the test, have child proceed to complete the test on his/her own within the specified time limit. See matching sheet, page ____

Recording the Performance:

- Number attempted _____
- Number correct _____

*It is important for the teacher to consider left-to-right sequence in this task.

MATCHING SHEET

EXAMPLES			
p	d	b	p
13	81	31	13
△	▽	△	◁
bo	ob	do	bo
✳	✳	✳	✳
aba	ada	aba	daa
○ △ ▭	△ ▭ △ ○ △ ▭ ○ ▭ △		
⧈	⧈	⧈	⧈
School	Scnool	School	Scold
⧉	⧉	⧉	⧉
Examine	Exdmihe	Examine	Exawine

WRITTEN EXPRESSION*

RECOGNITION, IDENTIFICATION (NAMING ALPHABET)

Purpose for Selection:

- To determine the symbolic level of the child's visual discrimination

Tasks:

- Recognizes capital letters (See next page for follow up tasks.)

  . Materials

    .. Sheet of paper for each child with capital letters not in order

    .. Crayon

  . Procedure

    .. Assess on a one-to-one basis.
    .. Child marks letter designated.

- Names capital letters (See next page for follow up tasks.)

  . Materials

    .. Twenty-six 3 X 5 cards each with a separate letter

  . Procedure

    .. Child takes cards in scramble sequence and calls out name of letter (start with letters of child's name to give a feeling of success) as they are flipped over. It is important to record the letters the child does not know.

(Teacher note: A further extension of this would be to have child then "order" these letters on the table.)

Recording the Performance:

- Task I - Child's sheet serves as record.

- Task II - Record the information.

*It is important for the teacher to consider left-to-right sequence in this task.

WRITTEN EXPRESSION

A Model Prescriptive Diagram for Sequential Learnings

Recognition of Alphabet - Follow-Up to Initial Assessment
(See previous page)

INITIAL ASSESSMENT:

Recognizes capital letters

Names capital letters

if not able to perform, go to this list (start at bottom)

- Descriminates likenesses and differences in geometric shapes through matching
- Discriminates pictorial configurations through matching
- Matches 6-8 visually like upper-case letters
- Matches 6-8 visually like lower-case letters

if able to perform, go to this list (start at top)

- Names lower-case letters
- Associates sounds with symbols
- Produces letters
- Sequences letters

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WRITTEN EXPRESSION*

SPATIAL (PRINTING NAME)

Purpose for Selection:

- To determine the child who can recognize his/her name and print it.

Tasks:

- Recognition
  - . Materials
    - .. Several cards with children's names printed on them
  - . Procedure
    - .. Ask child to find his/her name.
- Printing Name
  - . Materials
    - .. Paper and a selection of crayons and pencils (see teacher note)
  - . Procedure
    - .. Ask child to print his/her name.

(Teacher note: A selection of materials enables teacher to observe previous experiences with tools.)

Recording the Performance:

	Yes	No
Recognizes name		
Prints name		
Writes left to right		
Uses tool comfortably		

*It is important for the teacher to consider left-to-right sequence in this task.

INTELLECTUAL

LEARNING PROCESSES - CLASSIFYING

Purpose for Selection:

- To show the child's ability to form logical groupings

Materials:

- Three red circles
- Three blue circles
- Three blue squares
- Three red squares

Procedure:

- Assess on one-to-one basis

- Place above items randomly before child. Ask the child to "put the things together that go together." Observe carefully what the child does. You will look for the formation of logical groups (i.e., all red things together--all blues together; all squares together--all circles together). If the child forms any of these groupings, ask that they be "put together another way." This means the child must change the criteria.

  Record whether child can form logical groups, and can change criteria. Most five-year-olds can form logical groups, but will experience difficulty when asked to change criteria.

Source:

- Diagnostic/Instructional Procedures in Language Arts and Mathematics for Five-Year-Olds, CEEC, FCPS, August 1970, pages 63-68.

INTELLECTUAL*

LEARNING PROCESSES - QUANTIFYING

Purpose for Selection:

- To determine the child's ability to quantify

Materials:

- Inch cube blocks

Tasks:

- Naming sets (See next page.)

  . Procedure

    .. In small groups

    .. Place a set of blocks before each child and ask how many blocks are seen. Change the amount each time, beginning with three blocks, until sets up to nine have been presented.

- Making sets (See next page.)

  . Procedure

    .. Give child a supply of blocks and ask that they be grouped in fours, sixes, threes, etc.

The Performance:

- Record the sets that prove difficult for the children as they are performing the tasks.

Instructional Procedure:

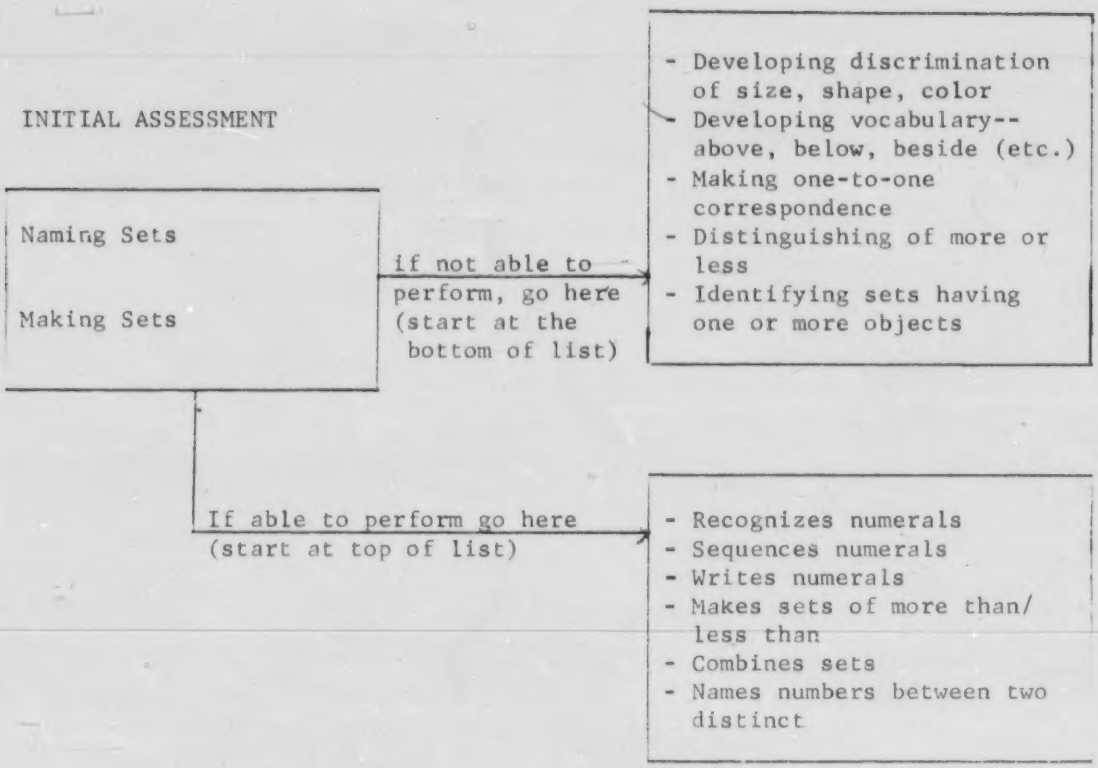
- Refer to Prescriptive Diagram on the following page.

*Look for child's left-right progression in both counting and forming sets.

INTELLECTUAL

A Model Prescriptive Diagram for Sequential Learnings

Sets - Follow Up to Initial Assessment
(See previous page)


INITIAL ASSESSMENT
Naming Sets
Making Sets
if not able to perform, go here (start at the bottom of list)
- Developing discrimination of size, shape, color
- Developing vocabulary-- above, below, beside (etc.)
- Making one-to-one correspondence
- Distinguishing of more or less
- Identifying sets having one or more objects
If able to perform go here (start at top of list)
- Recognizes numerals
- Sequences numerals
- Writes numerals
- Makes sets of more than/ less than
- Combines sets
- Names numbers between two distinct

INTELLECTUAL

ATTENTION - MEMORY - VISUAL MEMORY

Purpose for Selection:

- To determine the child's visual memory

Materials:

- Coin
- Pencil
- Scissors
- Nail
- Button
- Pen
- Paper clip

Procedure:

- Assess on a one-to-one basis

- Place seven items on a table, one at a time, as the child is sitting across from you. After you have placed all the items (coin, pencil, scissors, nail, button, pen and paper clip), the child looks at the objects while you quietly count to ten. As the child turns his/her back, remove one item and place it in a box that already contains several other items. The child is then to turn around and find the missing object in the box. Do this for five of the items. The child is not asked to name the object, since the task pertains to visual memory.

Recording the Performance:

	Yes	No
Pencil		
Nail		
Paper Clip		
Button		
Pen		

Total Correct

INTELLECTUAL

ATTENTION - MEMORY - AUDITORY MEMORY

Purpose for Selection:

- To determine the child's ability to remember and repeat in correct sequence a series of symbols heard.

Materials:

- None necessary

Procedure:

- Assess on one-to-one basis

- Say each item below and have child repeat:

1. 8-4-1 or 7-3-5
2. 2953 or 3417
3. Say "Baby sleeps." Now say "Baby sleeps in a little bed."
4. "We are going to buy some candy for Mother."
5. "Jack likes to feed the little puppies in the barn."

Recording the Performance:

- One point for each correct response

Source:

- Assessment of Learning Abilities for Beginning Kindergarteners, Instruction Manual, CEEC-Learning Disabilities, FCPS, August 1972.

PSYCHOMOTOR

LARGE-MUSCLE COORDINATION - CONTROLLED MOVEMENT, BODY BALANCE, POSITION IN SPACE

Purposes for Selection:

- To determine the child's large-muscle development.

Materials:

- Masking tape for a straight line on the floor
- Stop watch

Procedure:

- Assess on one-to-one basis

- Select a group of five children and take them to a designated area within the classroom. As the children watch and listen, demonstrate the task. Each child then individually performs the task. Accurately record the child's performance during this time.

Tasks:

- Controlled Movement

  . Run - Child runs on tiptoes and stops.
  . Skip - Child skips, maintaining alternate hopping foot pattern.

- Body Balance, Position in Space

  . Stand - Child stands on one leg 5-8 seconds. The other foot may not be touched to the floor or the child may not move out of place.
  . Heel-Toe Walk-Forward - Child walks forward five or more steps with heels one inch or less in front of toes.
  . One-Foot Hop - Child takes 8-10 hopping steps on a reasonably straight line. The child's other foot may not touch the floor.

Recording for Performance:

Child's Name	Task	Yes or No		Observations
	Running on Tiptoes			
	Skipping			
	Standing on One Leg			
	Heel-Toe Walk-Forward			
	One-Foot Hop			

PSYCHOMOTOR*

SMALL MUSCLE - USE OF INSTRUMENTS (DRAW-A-MAN)

Purpose for Selection:

- To determine the child's small-muscle development

Materials:

- Unlined white paper, 8½ x 11 inches
- A pencil for each child

Procedure:

- Assess a small group of children.
- Before evaluation, enter the name of the child and the date in the upper left hand corner of his paper. Distribute the papers so that the above data is at the top of the sheet but turned face down.
- Give directions: "Draw a man--make a picture of a man on your sheet of paper." If any children seem unable to respond to the directions to draw a man suggest that they draw a boy, girl or woman.

Recording the Performance:

- Use the MRT manual or The Draw-A-Man Test prepared by R. J. Schillo, September 1969.

See C Appendix.

*It should be carefully noted and recorded as to whether the child used left or right hand when drawing the man.

PSYCHOMOTOR*

EYE-HAND COORDINATION - DRAWING GEOMETRIC FORMS

Purpose for Selections:

- To determine the child's eye-hand coordination

Materials:

- Copy forms
- Pencils

Procedure:

- Assess a small group of children.

- Select a quiet table area where the children will not be distracted easily. Seat children at desks or table and ask them to make a picture like the one that is given. See copy forms. Child copies the forms given.

Recording the Performance:

- In general the scoring criteria given below have been taken from the descriptions in Information Report Tests in the Child Study Program by Dr. Richard Schillo. One point for each form successfully copied should be recorded.

  . Circle - One continuous, well-closed line approximately round. The long axis may be as much as half again as long as the short axis.
  . Cross - Two continuous lines of approximately equal length intersecting at their approximate midpoints. More + than X.
  . Square - Closed figure with four clearly defined sides.
  . Triangle - Three clearly defined sides, one corner higher than the others.
  . Rectangle - Closed figure with four sides; shape clearly differentiated from square.
  . Verticle Diamond - Closed four-sided figure with approximate rotation. Allow one line bowed or wiggly; allow one corner with over shoots, gaps; allow dog ears; allow to be rounded.
  . Divided Rectangle - Outside: closed figure with four sides, shape differentiated from square. Inside: continuous lines of approximately horizontal/vertical orientation. Score very leniently on intersection.

*Left or Right Hand - Circle the appropriate letter in the box at the corner of the copy forms for child's usage of left or right hand.

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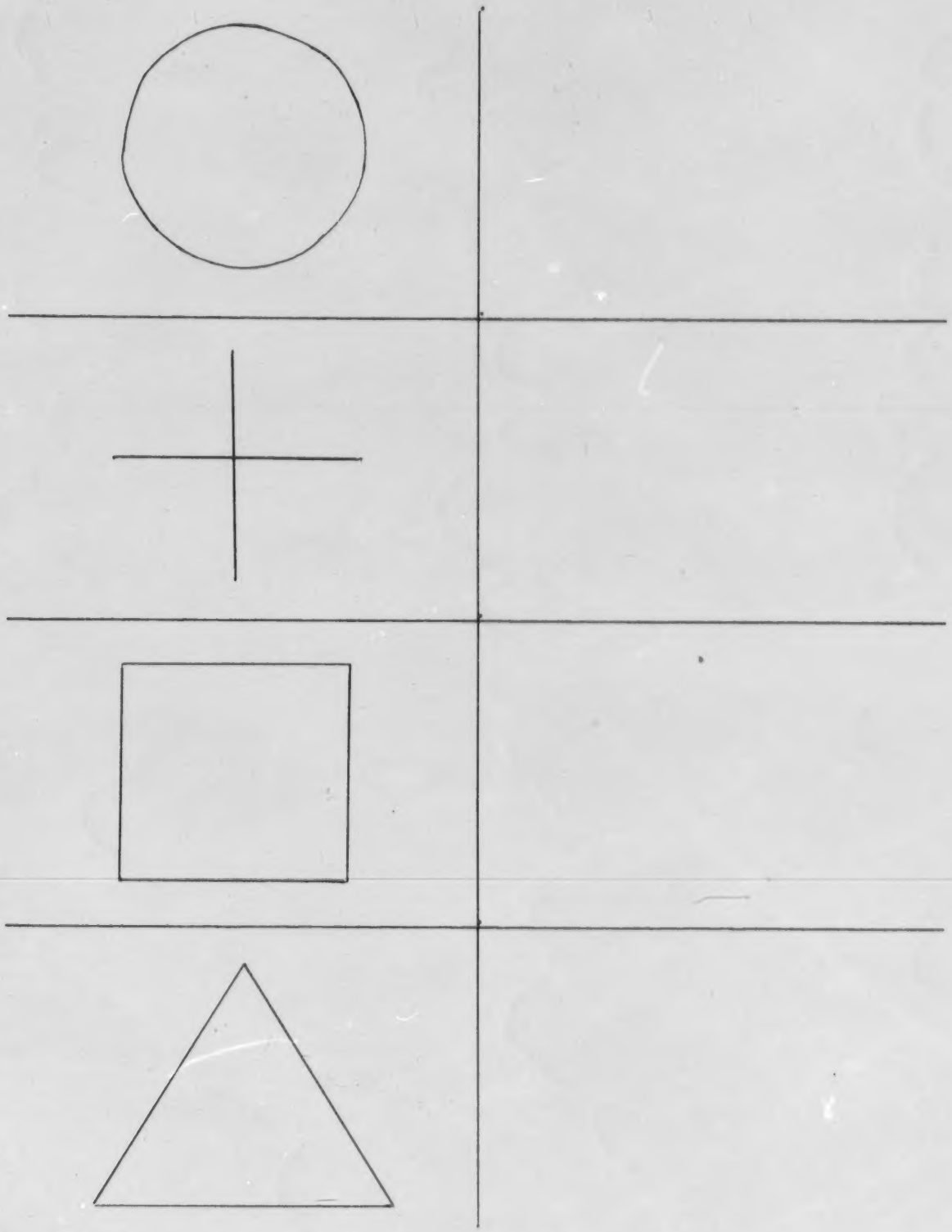
L R

Copy Forms



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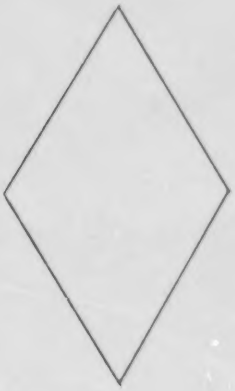
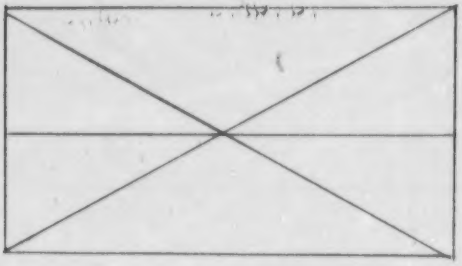
Copy Forms





COMMUNICATING WITH PARENTS

Close communication between home and school is essential if a child is to be given maximum help in developing his/her potentialities. This communication is especially important during the early childhood years. The child's successful adjustment to a totally new environment is best achieved when both parents and teachers share a concern and responsibility for progress.

Communications should:

- be designed to serve a positive constructive purpose
- assess academic, physical and social progress
- focus on the individual child's growth in relation to the early childhood objectives
- indicate where there is need for improvement
- be presented in terms that are meaningful
- include suggestions for parent to use in reinforcing and supplementing learnings

Conferences

Conferences can provide the most effective way for parents and teacher to meet, exchange information, gain insight and develop understanding of the child's needs.

Individual Conferences - Carefully planned individual conferences should be given priority over other methods of communicating with parents when there is time to schedule them. Parent conferences should be held at least twice a year.

Special Conferences - Conferences may be called at any time during the year when either parent or teacher feels a discussion is necessary.

Student Conferences - Informal discussions between teacher and student should be considered as a means of keeping the child aware of his/her progress.

Group Conferences for Orientation and Information - When classes are large and time is limited, the parents and teacher may find a group conference for orientation and information satisfactory. Groups of parents meeting with the teacher could profit by sharing their comments and questions.

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Guidelines for Individual Conferences

Parents are especially anxious to discuss the child's reaction to school. Many of them hesitate to request a conference but welcome the opportunity to talk with the teacher. Parents know their child better than anyone else and can be very helpful to the teacher. A successful conference is important in bringing about a cooperative friendly relationship between the school and home. Every parent should have the opportunity to have one or more conferences with the teacher during the school year. One of these should be early in the year. The responsibility for the success of the parent-teacher conference rests primarily with the teacher.

The following guidelines offer help in planning and participating in conferences:

The teacher:

preplans the conference, deciding upon its purpose and points wished to be discussed

sets up a comfortable meeting place where there will be privacy without interruptions

is relaxed, unhurried and friendly

encourages the parent to express thoughts and feelings with the knowledge that they will be listened to and understood

encourages both mother and father to attend the conferences

is objective and specific in remarks and offers constructive suggestions as well as constructive alternative methods of working with the child

avoids educational jargon

accepts parental confidences without forming judgments

avoids sensitive and/or personal topics unless they are pertinent or introduced by the parent

summarizes the conference with agreed-upon next steps the school will assume and those the home will assume

closes the conference on a constructive, reassuring note which fosters continued cooperative action.

A brief, dated purpose and summary of each conference should be placed in the child's cumulative record.

Records

The teacher should:

- maintain the permanent, cumulative record

- keep continuous records of each child's progress during the year for the purpose of planning for instruction and reporting to parents and includes such items as:

  . assessment sheets--initial and ongoing

  . accounts of conferences and telephone calls

  . notes on significant happenings affecting the child

  . examples of drawings, paintings, handwriting, etc., which show the child's development

- file copies of all progress reports

THE KINDERGARTEN PROGRESS REPORT* - GUIDES AND PROCEDURES
(See Appendix No. 11.)

The Kindergarten Progress Report is based on the objectives as stated in the Program of Studies for Early Childhood.

The progress report serves as:

- a way to assist parents in understanding the child's achievement
- an exceilent plan for conferences since it is based on objectives of the kindergarten program. (When used for conference written comments would not be necessary.)
- the teacher's record and notes on conferences and the school's record of the child's progress. (Place in the permanent folder.)
- basis for future teaching.
- a notation sheet for parents to use for writing their own notes during a conference. Thus, at the conference, each person should be supplied with copy of report card.

Procedures

The progress report form is printed in duplicate. The original is to be sent to the parents in a 7½ x 10½ brown envelope bearing information noted below. Parents will keep the report and return to the school the signed slip in the envelope. The duplicate copy will be filed in the permanent record folder.

Kindergarten Progress Report

Student's Name _____
Teacher _____
Name of School _____
School Address _____

Attendance

Days Present				
Days Absent				

Please return to the school with enclosed parent signature slip.

*It is planned that the Kindergarten Progress Report developed in June 1974 be used for the 1974-75 school year and revised, if desired, for subsequent years.

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Reporting Plan

There will be four reporting periods consisting of:

- First period: Parent conference[1] using progress report as guide
- Second period: Progress report
- Third period: Parent conference[1] and progress report (This conference is optional until released time is provided.)
- Fourth period: Progress report

Clarification

To have each teacher use terms listed below in a similar way, meanings or examples have been given.

1. The evaluation scale on the progress report is defined as follows:
   - YES--the child has reached the level of proficiency.
   - MAKING PROGRESS--the child is working towards the level.
   - NOT AT PRESENT--(designate under Comments the meaning which applies)
     a. Child is expected to achieve but is not[2]
     OR
     b. Developmentally, the child is not expected to achieve at this time.
2. IDENTIFIES LETTERS OF THE ALPHABET--Child is able to name letters when presented out of sequence.
3. DICTATES STORIES--Teachers need to refer to levels of dictation as stated in the objectives.
4. NUMBER CONCEPTS--Should the teacher want to amplify this area, reference should be made to the Program of Studies, "Intellectual Domain," the section on "Quantify."
5. COMMENTS--The teacher uses the comment column if needed for clarification.
   E.g.--Delineation of items will be needed for some children. For those with learnings extending beyond specific items on the progress report notes should be made. Reading progress should be included if applicable.

---

[1]Maximum of 30 minutes per conference

[2]If the child is not achieving, a more intensive diagnosis by the teacher is necessary as well as a review of the proper instruction level and an evaluation of teaching methods and materials.

APPENDICES

SECTION C

Appendix No. 1

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PLANS FOR THE FIRST DAYS OF SCHOOL

Plans should be made with the principal for a short newsletter to be sent to each parent (preferably before the start of school) which may include such items as:

- Names of adults who will be working closely with the children--teacher, aide, principal, secretary, librarian, bus drivers

- List of materials parents could contribute (old shirts for painting, baby food jars, buttons, scraps of wood, material, IBM cards)

- Appropriate dress suggestions for an active kindergarten program.

- Need for children to have tags with name, address, teacher, and bus number, if appropriate.

Organization of the Room

The teacher should give consideration to the following things in getting ready for the first day of school:

- Identify the classroom so that it is easily recognized by the kindergarten child (large, colorful symbol).

- Limit bulletin board displays. (A room should be attractive but not cluttered when children enter. Space for immediate display of children's work should be available.)

- Establish a limited number of centers.

  . Suggested centers: library, art (using only large crayons and 12 x 18 paper), manipulative (beads, large blocks), listening.

  . Location of centers should be clear to anyone entering the room.

  . It is important that not too many materials be available during the first days of school.

Planning

Before the Opening of School:

- Examine children's pre-registration records noting children with special problems.

- Contact support personnel in school (librarian, cafeteria manager, etc.) regarding scheduling for the kindergarten.

- Plan with your aide determining specific responsibilities for the school year, and, in particular, for the first days of school.

- Plan and write activities for the first day.

- Plan in a general way the first two weeks of school.

  . Make flexible plans with extra activities.
  . Plan observation assessment of children.
  . Make specific plans for introducing materials and procedures.

Considerations for the First Day

- Arrange for children to be met as they enter the building.

- Provide identification tag for each child.

- Explain organization of the room and show:

  . the bathroom, location and proper use
  . the coat room or rack
  . learning centers.

- Provide activities for initial assessment.

  Example: Crayons and paper to draw a man, show handedness, write name, etc.

- Be aware that informal assessment can be carried out through general classroom routine. (Can a child recognize his/her name tag on the first day?)

- Select activities for the first day such as (see "Typical Day Early in the Year" on following pages):

  . Group discussion time
  . Learning centers
  . Snack time
  . Psycho-motor activity
  . Music time
  . Story time
  . Planning time
    .. Talk about what will happen tomorrow.
    .. Review what has happened today.
    .. Review standards for going out of the building.

Remember - this may be the child's first experience in a group.

Appendix No. 2

AN EXAMPLE OF A DAY'S PLAN EARLY IN THE YEAR

A typical day's plan is provided to show specific ways that a day's activities may be organized to provide a balance between: child-selected and teacher-directed activities, group and individual activities, vigorous and less active play, and firsthand and vicarious experiences. This balance is achieved by giving appropriate (not necessarily equal) weight to the activities.

As the year progresses, the schedule will change to meet the needs of the students and the style of the teacher.

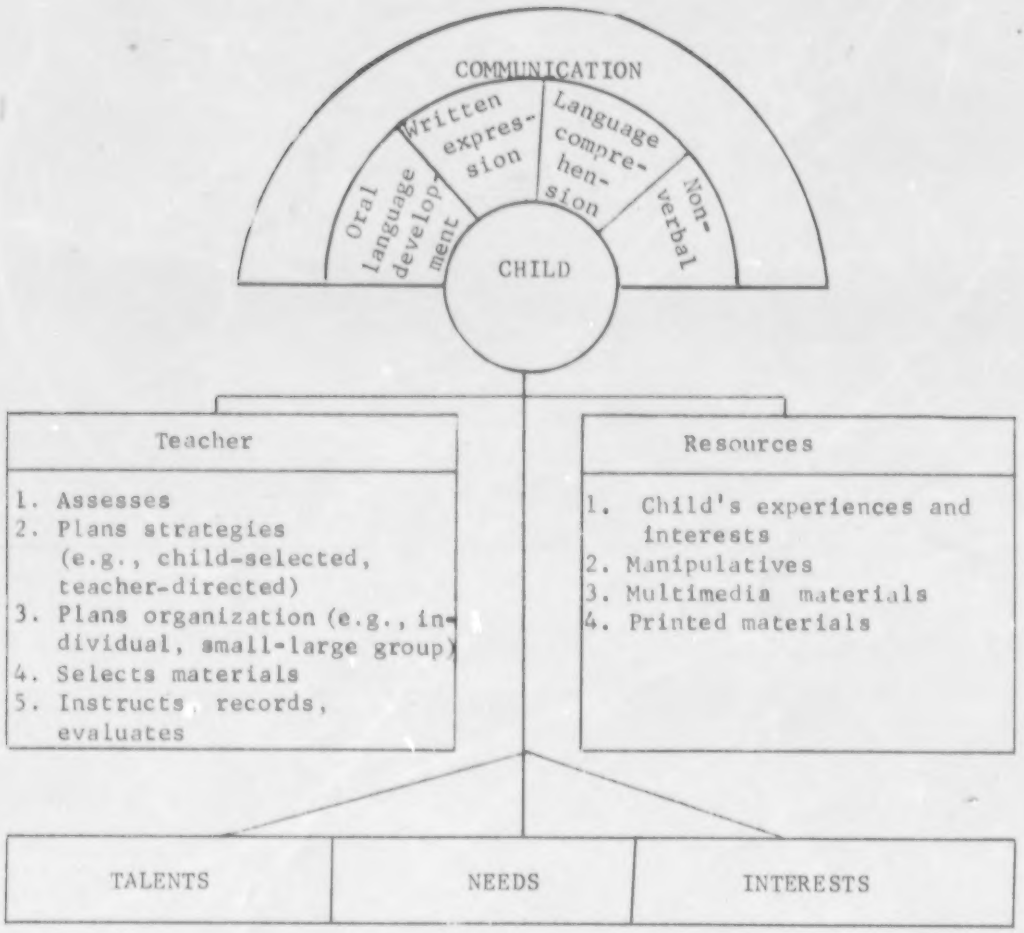
Approx. Time	Typical Day--Early in the Year
20 min.	Children's Arrival-- Greeting (unwind) e.g., options: . books . simple puzzles . crayons, paper Teacher and aide speak to child
20 min.	Total Group-- 1. Signal--teach what signal is-- example: bell records piano lights 2. Sing, name games, introductions 3. Review routine-- sharing calendar attendance 4. Plan for work period-- introduce new center child choose area of work example: blocks house painting A few children move from group at a time (Children will need help in developing ability to choose.)

30-60 min.	Work/Play Period--Teacher and Aide (Extends as year progresses) 1. Assess informally through observation such as: - scissors - handedness - dexterity - listening to language - social adjustment - individual interest - interest span 2. Help children move from one task to another 3. Give signal for cleanup 4. Both teacher and aide assist with cleanup 5. Teacher designates an area for those who have finished . teacher or aide might bring them together for singing, finger plays, etc. 6. Teacher dismisses children a few at a time to wash for snack
15-20 min.	Snack Teacher maximizes learning experiences such as counting and one-to-one matching as children finish snack. Each child cleans own area and gets a book to look at while others are finishing.
20-30 min.	Active Movement (Indoors or Outdoors)
20-30 min.	Total Group--story, evaluation, preparation for dismissal

READING IN THE KINDERGARTEN

Based on Objectives for Early Childhood Instruction Program -
Program of Studies, Section B

YES, WE DO TEACH READIN↑G ESS!



Reading is a communication skill and is simply another step in language development. It is both a perceptual and a thinking process. Reading enables the child to give meaning to written symbols. It allows him/her to move from sensori-motor through concrete experiences to the abstract level with symbols but does not limit him/her to the printed word. Reading involves the child's developmental level, visual and auditory perception, speech patterns, experiences, emotional and mental maturity, concepts, and skills. READING IS TAUGHT IN KINDERGARTEN.

TEACHER'S RESPONSIBILITY IN READING INSTRUCTION

A continuous progress philosophy means that reading is to be taught in the kindergarten. There are many alternative ways to teach reading. The teacher must internalize ways to approach reading informally. The teacher must develop built-in antennae which give signals whenever or wherever a child is involved in a situation which renders him/her open to intervention. The teacher must know the child's level of achievement, in order to properly teach. The teacher must continuously observe and listen, in order to keep pace with growing and expanding needs of the child.

With the objectives in mind the teacher diagnoses each child and determines at which level each is working. The teacher can then formulate plans for working with the children using materials and learning centers with basically two approaches.

1. Child Self-Selects the Material or Center

The teacher builds on the child's interest in the chosen activity considering the level of needs as the objectives are worked towards.

E.g. - A child chooses to paint a picture from experience; the teacher asks if the child would like to write a story.

E.g. - A child chooses block play; the teacher suggests making a sign for his/her zoo and extends the child's interest with books about animals.

2. Teacher Directs Instruction

A specific child or a group of children is called to work with the teacher on a pre-planned lesson.

E.g. - The teacher has a small group of children draw pictures and helps them write names of objects in their drawings.

E.g. - The teacher helps a child read a story from a book and determines if help is needed with a decoding skill.

SOCIAL-EMOTIONAL OBJECTIVES

It is imperative that the teacher work with social and emotional needs continually when the child is involved in reading situations.

DEVELOPMENT OF SELF

- Personality Adjustment
  - . feels generally happy
  - . maintains a healthy level of activity and curiosity
  - . becomes increasingly self-responsible, self-sufficient, and autonomous, and at the same time has a healthy need for affiliation, friendship and love
- Self-Esteem
  - . develops a healthy self-image
  - . develops self-confidence, a sense of personal worth, self-understanding, and security

SOCIAL SKILLS

- Individual Relationship
  - . strives to be considerate of others; begins to be aware of needs, feelings and wishes of others
  - . begins to develop positive means for emotional release
  - . develops a sense of humor
- Group Relationships
  - . develops a reasonable and consistent code of behavior
  - . accepts the role of either leader or participant
  - . responds to group-established limitations on groups and behaviors
  - . maintains individuality within a group

MOTIVATION FOR LEARNING

- Generates positive feelings about school, teacher and learning
- Strives to achieve
  - . initiates tasks
  - . persists until completion of task
  - . works for self-improvement
- Pursues a wide variety of interests
- Cultivates a sense of aesthetic appreciation
  - . expresses satisfaction and pride in creative and self-initiated efforts
  - . values other people's contributions
  - . develops an awareness and an appreciation of facets of the environment

INTERRELATED AND CONTINUOUS

A SEQUENCE FOR SELECTED COMMUNICATION OBJECTIVES FOR TEACHING READING

← READING CONCRETE OBJECTS — READING PRINTED WORDS →

LANGUAGE DEVELOPMENT	Names and describes objects. Develops basic vocabulary and concepts, e.g., "over-under"	Relates experiences and feelings and describes the action in pictures using simple sentences. Clarifies concepts using oral language. Associates spoken word with the written word	Relates experiences and feelings and gives information using a logical sequence of ideas. Expands upon concepts.	Relates experiences and feelings and creates stories making inferences and conclusions
Suggested Activities	*E.g. - Language Development: Every center or activity offers opportunity* *- Language Experience Approach: Child describes; teacher or child records and reads back (essential experiences for child's expression: walking, drawing, clay, field trips, news from home, block play, etc.)*			
AUDITORY PROCESSING	Discriminates environmental sounds	Discriminates the similarities and differences in sounds: word beginnings, word endings	Identifies consonant sounds. Uses sounds/symbol relationships	Uses consonant and vowel sounds as means of decoding
Suggested Activities	*E.g. - Child listens and names indoor and outdoor sounds*	*E.g. - Child identifies rhyming words in literature; makes a rhyming booklet*	*E.g. - Child works with:* *. sound bingo* *. matching pictures to sounds*	*E.g. - Child reads new words using decoding skills*
VISUAL PROCESSING	Reads colors, sizes and shapes	Reads pictorial likenesses and differences. Reads printed symbols	Reads words	Reads words in phrases, sentences and stories
Suggested Activities	*E.g. - Child works with:* *. beads* *. parquetry* *. cube block patterns* *. pegs and pegboards* *. puzzles*	*E.g. - Child works with: wooden or magnetic alphabet letters and numerals; alphabet cards, alphabet games*	*E.g. - Child works with: word banks; word games, signs for block play*	*E.g. - Child works with:* *. reading printing stories* *. sequenced reading texts* *. library books*
RECORDING LANGUAGE	Acquires experiences by manipulating objects	Traces and copies printed symbol	Forms numerals, letters, printed words	Writes own sentences and stories
Suggested Activities	*E.g. - Child uses scissors, crayons, pencils, brushes and tools*	*E.g. - Child works with shapes and forms; templates; letters; numerals*	*E.g. - Child* *. forms words with clay* *. writes using writing paper* *. copies from word cards, labels objects and pictures*	*E.g. - Child writes own simple sentences and stories about pictures, drawings, block play, clay work, news, etc.*

Appendix No. 4

PATTERNING

With the development of logical, concrete thinking, the child begins to grasp the notion of classes and of logical relationships. This grasp is demonstrated through the child's ability to order objects in series by size, height, color, and so forth. Patterns then provide the child with experiences that provoke thinking and discovery. Patterning also represents ability to perceive a whole and the relationship of the parts within the whole as determined by repetition and design.

Concrete objects, such as beads on a string, cubicle or parquetry blocks, and pegboards should be used in the earliest stages of patterning. Because of the complexity of the task of pegboard design, experiences with beads and blocks should precede pegboards. Later, colored construction paper and felt shapes may be gradually used.

About 30 minutes per week per child should be spent in working with instructionally oriented manipulation of patterning materials. All patterns or designs should be checked by the teacher or aide when completed by the child.

BEAD DESIGN

An Individual or Small-Group Activity

Purposes

- To increase visual discrimination of figural materials
- To develop hand-eye coordination
- To provide kinesthetic clues to help the child discriminate between different shapes
- To provide practice in left-to-right progression

Pattern Sequence

Patterns should be structured to provide increasing difficulty and a concept of design as a recurring pattern:

- 1 shape with 2 colors--R--B--R--B--
- 2 shapes with 1 color--R--R--R--R--
- 1 shape with 3 colors--R--B--G--R--B--G
- 3 shapes with 1 color--B--B--B--B--B--B--
- 2 shapes with 2 colors--R--B--R--B--R--B--
- 3 shapes with 3 colors--R--B--G--R--B--G--

Manipulative Sequence

The child should have experience with the following levels of manipulation:

- Free manipulation of beads for familiarity with shapes, colors, textures, and resistance of the bead as it is strung on a lace.

- Manipulation, under the supervision of the teacher, which uses the sequence of patterns given above and allows the child to

  . copy a design strung by the teacher, with the design in front of the child

  . reproduce a bead design from a pictorial representation

  . create a bead design of his/her own.

Guidelines

- Each task should have its own box of beads. Beads for creative productions should include four shapes and four colors.

- The child matches shape and color, left to right.

- During initial instructional periods, attention should be focused on differences in shapes and colors. Appropriate names for colors and shapes should be used.

- Observation during the free manipulatory period should help determine possible pattern and manipulative sequence as a first step in evaluation. An assessment of the child's ability to deal with levels of pattern and manipulation should follow the free manipulatory period.

- A child's success in duplicating designs determines how rapidly movement from one level of complexity to another is done.

- Creative design may occur at any level. The child may intuitively design a pattern and be unable to explain its sequence of repetition. A higher level of creative design occurs when the child is able to explain the pattern made or when a pattern in mind is attempted to be produced.

- The idea or concept of design can often be strengthened by helping children notice examples of patterns or rhythms found in the environment.

BLOCK DESIGN

Design in cubicle blocks, which are all the same shape, is dependent upon repetitive patterns of various colors.

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Purposes

- To promote facility in gauging spatial relationships
- To develop ability to synthesize a whole from a number of discrete parts
- To extend understanding of design to include symmetry
- To promote facility to recognize and reproduce form (pre-reading)

Pattern Sequence

Patterns should be structured to provide increasing difficulty and a concept of block design as a recurring pattern of color and/or space:

- checkerboard

b	r
r	b

- rows

b	b	b	b	b
r	r	r	r	r

- rows

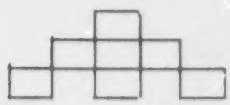
b	b	b
r	r	r
g	g	g
b	b	b

- combinations

r	b	r	b	r
g	g	g	g	g
w	w	w	w	w
g	g	g	g	g
w	w	w	w	w

r	b	r	b	r
b	g	g	g	g
r	w	w	w	w
b	g	g	g	g
r	w	w	w	w

- designs



Structure of Manipulation

- Free manipulation of blocks
- Design made by teacher reproduced by child with model in front of child
- Design on card, with full-size block outlines ruled in black, reproduced by child's placing appropriate blocks directly on card
- Design reproduced beside design card rather than on it
- Design printed in miniature, with no black lines, reproduced by child
- Child's own design created in either horizontal or vertical pattern

PEGBOARD PATTERNS

Purposes

- To develop form perception and hand-eye coordination
- To develop visual memory (pre-reading)

Pattern Sequence

- Single color, solid in straight line
  - . horizontal, left to right
  - . vertical, top to bottom
    - .. using edge of board first
    - .. placing design away from edges
- Single color, alternate holes
- Alternating two colors, solid in straight lines
- Simple geometric designs
  - . square
  - . rectangle
- Diagonal lines
- Geometric design
  - . triangle
- Adjacent forms

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....  .
.  . ..
.  ....
....
```

- Interlocking forms

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.....
. .....
. . . .
..... .
  .....
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Manipulative Sequence

- Free manipulation of pegboard and pegs to become familiar with the material and the feel of putting the peg into the board

- Manipulation guided by the teacher who sets up pattern to be copied on the pegboard, calling attention to placement of line and other necessary details

- Model set up by teacher on a board and left in view, then copied by child

- Model shown to child only briefly and when child begins work put on a printed grid and placed next to pegboard for copying

- Design of varied complexity created by the child

Guidelines

- This can be either an individual or group activity.

- Make sure child can construct figure and understands orientation of figure on board.

- Figure should then be duplicated not only in terms of its form, but also of its position on the board.

- Golf tees or pegs with flat heads will help children who have difficulty in perceiving the form.

PARQUETRY BLOCKS

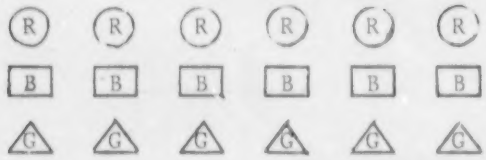
The kindergarten child should have access to the blocks for free manipulation and creative design, and may use the printed design included in the box with the blocks to reproduce the design by building directly on it. But because of the complexity of reproduction tasks using parquetry blocks, structured designs to be copied should not be used before the primary grades.

PATTERNING WITH COLORED CONSTRUCTION PAPER OR FELT

Patterning activities may progress from work with concrete materials to work with colored construction paper or felt. Shapes in appropriate colors and sizes should be available to the child. The pattern is begun by the teacher and completed by the child. A possible sequence could be

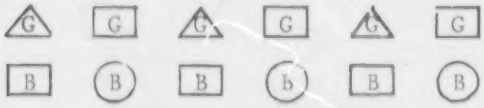
the following:

- One shape, one color



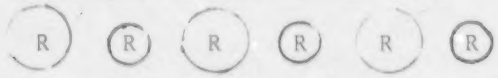
- One shape, two colors

- Two shapes, one color



- Two shapes, two colors

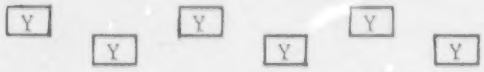
- One shape, one color, two sizes



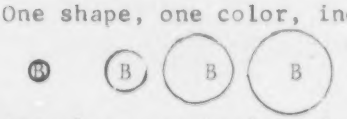
- One shape, two colors, two sizes

- Two shapes, two colors, two sizes

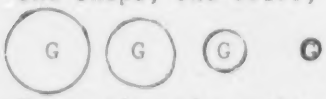
- One shape, one color, two positions



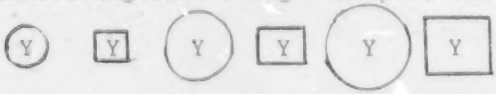
- One shape, one color, increasing size



- One shape, one color, decreasing size



- Increasing size using 2 shapes, one color



- Decreasing size using 2 shapes

- Increasing size using 3 shapes

- Decreasing size using 3 shapes

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References for Patterning

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Wilson, John and Mildred Robeck. Kindergarten Evaluation of Learning Potential (KELP). New York: Webster Division, McGraw-Hill Book Company, Inc., 1965.

Curriculum Guide, Kindergarten. San Diego City Schools, San Diego, California, 1961.

Appendix No. 5

THE USE OF SELECTED KINDERGARTEN MATERIALS AND ACTIVITIES

The use of materials such as blocks, paints and clay is extremely important in building a solid foundation for later academic learnings. Such experiences are a means for children to use the knowledge they have gained through the senses. These activities are basic to kindergarten instruction.

The following excerpt from The Learning Child by Dorothy H. Cohen is quoted from pages 89-93:

"Given the concept of subject-matter organization and book learning as a sole frame of reference, it is entirely logical to put block-building, painting, drawing, and dramatic play into the familiar sequence of vertically structured slots and assume that if these activities are suitable for three- and four-year-olds, they are surely babyish for more mature fives and sixes. But, as indicated earlier, the yardstick is not appropriate. The materials and media of value in the kindergarten are not subjects to be followed in sequence from easy to hard. Nor do young children learn in the style of adults. The materials are no more than the means by which a process of learning takes place which is indispensable to later, formal learning. They are the tools by which a child can bring into focus, and then go on to clarify further, his personal understanding of a wide variety of content, both objective and subjective, learned through his senses. The ways in which a child uses these materials are very much related to his emerging powers to cope with abstract symbols, and therefore have genuine relevance to his future growth in reading, although not in an immediately obvious way.

"Language is the major symbol system used by adults, but the full possibilities of language for the expression and development of thought are not fully utilized by children whose thinking is still strongly tied to action, and whose words are rooted in the concrete and literal. Yet it is necessary to their learning that they deal with their comprehension of reality in some symbolic form.

Concrete Experience Must Be Used in Symbolic Form

"Beginning at birth, every child is internally impelled to organize into his own understanding the many and varied impressions of the world that come to him through his senses and through his parents' interpretations of that world. Such individual organization gives him the sense of knowingness that makes him feel secure and serves as a base from which the further desire to know is stimulated. Each child's individual organization of his world becomes a chart of sorts, by which he finds his way among things and people familiar to him, and out of which he gains principles to apply to the as yet unknown. Eventually, in order for him to clarify his understanding for himself and to be able to communicate what he knows, every child needs to express his experience in some symbolic form. By transforming experience into symbolic form, every human being is open to

furthering his knowledge through exchange with other people's symbolic rendition of their experience. The ability to use symbols in a process of communication is thus the basis for man's learning.

"But, just as children still must see and touch to learn something, so they need symbolizing forms that are close to their action style, and this is the role played by the blocks, the clay, the paints, and dramatic play. Symbolizing processes have always existed in nonverbal as well as verbal forms. From the time of the cave dwellers and sand painters, fluid, plastic, and unstructured materials have been used to reproduce and imitate facets of the world that seemed meaningful. In the process, meaning itself grows clearer.

"Materials used by children in play can be broadly classified as structured and unstructured. Structured materials are definite in purpose and design and include toy cars, boats, planes, dolls, dishes, toy animals, musical instruments, and so on. These toys are clearly what they are supposed to be: miniature imitations of the adult world. Unstructured materials, on the other hand--such as blocks, paints, crayons, and clay--take on the form a child wishes to impose upon them; they have none of their own. The child is the determiner of sequence, form, and content as he uses them. They change as he changes.

"In the past, parents bought their children the structured play materials, and the children found the unstructured ones in the natural world about them. Dirt, mud, sticks, stones, sand, clay, plant debris, and whatever else nature offers are all fair game for children's use. In industrialized, urban society such natural riches are harder for children to come by. Blocks, paint, manufactured clays, crayons, and various manipulative construction materials are the replacements both at home and at school for nature's gifts. The structured materials help the children to pin down the real world (a child notes details on the toy bus he pushes along the floor) and encourage imitation (a child wheels her doll carriage as mothers do). Unstructured materials allow for some imitation also. (For example, a child paints a man.) But more important is the part they play in assisting children to make the transition from dependency on concrete experience (touching, tasting, smelling as a way of getting to know reality) to the use of symbolic representation as a way of further clarifying it. It is this latter, most significant, aspect of the unstructured materials that is not generally understood.

"Within such materials as blocks, paint, clay, paper, wood, and a host of others lie the possibilities for the simplest representations of reality to the most complex. Any study of children's uses of such materials across different age levels reveals an amazingly consistent sequence of development. Thus, at an earlier stage, a child may add block to block across the floor to build a road, later put two blocks crosswise over two others and repeat the pattern higher and higher to build a building, while, still later, five-, six- and seven-year-olds will struggle with engineering problems of staircases, floors, bridge supports, and clover-leaf constructions. The blocks do not change, but the children do. They continue to find the blocks valuable long after kindergarten, whenever grown-ups allow them to use them to assist learning.

"The same pattern of developmental progression holds true for all the unstructured materials as it does for language development and other phases of growth. It is no accident that children's drawings, clay work, buildings, paintings, and constructions grow more elaborate and detailed as the children grow more mature. Children abstract what is to them the essence or essential character of an object, person or event when they initially reproduce it. They move on to reproduce objects, persons, and events in greater and greater detail, showing evidence of accumulated awareness, understanding, and clarity. When materials are not limited by boundary or form, they remain forever tools which a person uses differently as he grows to perceive the world differently. If children's perceptions are sharp and clear, their "products," although crude in technique, reflect that clarity of perception. If their perceptions are fuzzy and confused, their products will show that too. Since they learn through their senses, the degree and quality of a child's sensory experience will influence his recreation of reality in symbolic form. This, and not formal academic learning, is what gives quality to a kindergarten program, because it supports learning in a genuine way.

"As far as we know, the power to symbolize progresses in stages. A child learns first that something can stand for someting else. This rudimentary concept is obviously the underpinning for a later recognition that symbols in print stand for reality. The normal child, in his play, continues to be involved in 'something stands for something else,' activities which are really symbolizing processes, at increasing stages of intricacy and abstraction, working away at highly individualized perceptions of what the symbolic representation of reality should look like. Children who use blocks to build a skyscraper are actually putting their understanding of skyscraper into symbolic form. As they paste or staple together assorted cardboard tubes from rolls of toilet tissue and toweling to make a movie projector, they are putting their understanding of movie projector into symbolic form. The materials in programs suitable to early childhood must have an elastic potential that will allow symbolic processes to proceed in increasing complexity as children continue to grow in knowledge and emotional depth. Such increase in knowledge and depth is not accomplished by memorizing and recognizing specific symbols such as letters or numbers. There is a time and place for this, too, when the facility in the symbolizing process itself naturally supports the use of adult-determined symbols in a more abstract system of symbol usage. Stated differently, the child who has acted out, built, painted, sculpted, or danced innumerable experiences which he first encountered realistically in concrete, sensory form, is not only pinning down his understanding of what he has experienced; he is also building up a backlog of awareness of the relation between symbolization and reality, which is a necessity in grasping the subtle relationship between print and meaning. Without this insight, as indicated earlier, a child can easily become, and remain, a mechanical decoder of a symbol system in print without response to the message locked in the code. Insufficient experience in symbolizing through play and with materials, while not the sole cause of reading deficiency, is one of the phenomena repeatedly associated with poor reading in large numbers of children."[1]

[1]From THE LEARNING CHILD, by Dorothy H. Cohen. Copyright © 1972 by Dorothy H. Cohen. Reprinted by permission of Pantheon Books, a Division of Random House, Inc., pp. 89-93.

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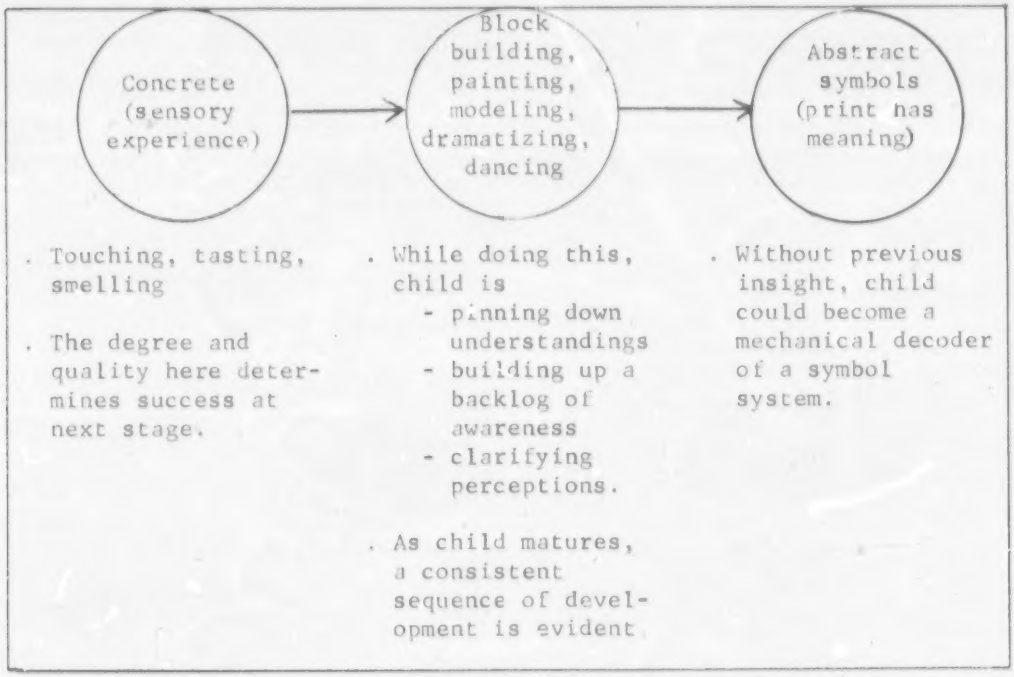
Summary of the Use of Unstructured Kindergarten Materials

Charts below illustrate Dorothy Cohen's broad classification of materials used by children in play. They emphasize the importance of unstructured materials in a child's development.

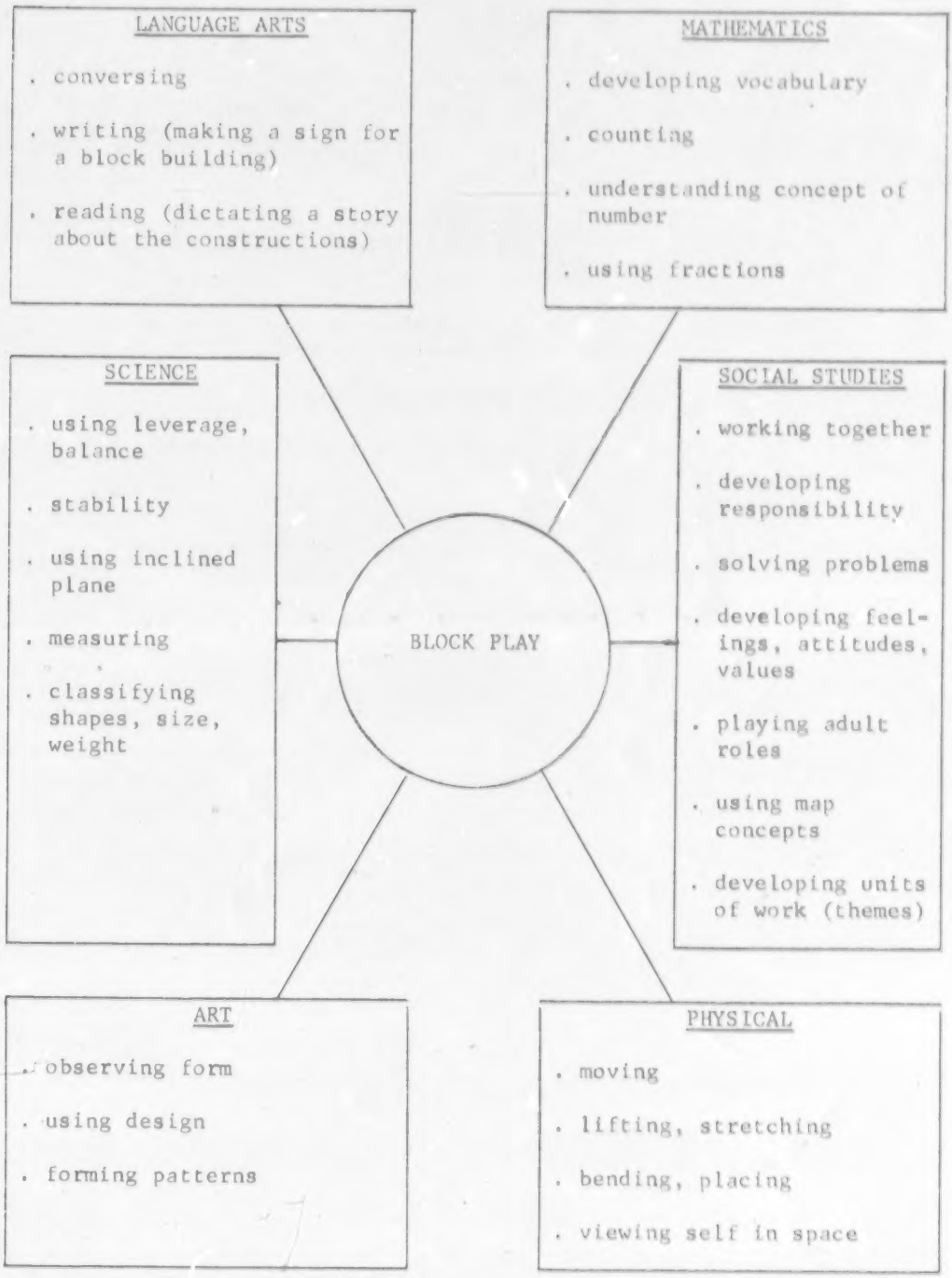
STRUCTURED MATERIALS Examples--cars, boats, dolls dishes	UNSTRUCTURED MATERIALS Examples--blocks, clay, paint, crayons, sand, water
. Definite in purpose and design	. Take on form the child wishes to impose (child determines sequence, content, and form)
. Child outgrows	. Child may continue to use (the form changes as the child changes)

The unstructured materials are an aid in the transition from dependency on the concrete experience to the use of symbolic representation as illustrated below:


Concrete (sensory experience)
Block building, painting, modeling, dramatizing, dancing
Abstract symbols (print has meaning)
. Touching, tasting, smelling
. The degree and quality here determines success at next stage.
. While doing this, child is
- pinning down understandings
- building up a backlog of awareness
- clarifying perceptions.
. As child matures, a consistent sequence of development is evident
. Without previous insight, child could become a mechanical decoder of a symbol system.

INTEGRATED LEARNINGS THROUGH BLOCK PLAY

Realizing that experiences with concrete materials lead to abstract learning, diagram below shows the learnings which block play may afford. One method of classifying these learnings is through the integration of the content areas.



BLOCK BUILDING[1]

Optimal value in block building is dependent upon careful planning. The kind and number of blocks available, the way in which they are organized, and the physical arrangement of space all play an important role.

- Ample supplies of the larger pieces--units, double units, and qued lengths--with a few additional shapes are necessary from the beginning.
- Blocks should be stored lengthwise on open shelves in groupings according to dimension.
- Additional shapes and sizes should be added to stimulate interest and extend construction possibilities.
- Accessories such as cars, trucks, animals, and people should be added as needed once the child has had time to explore use of the block as a basic material.

In block building, children tend to move from the functional toward an aesthetic level. As they handle and build with blocks, the discovery of ways to vary the size, form, and rhythm of a structure, goes beyond utilitarian building and becomes an active process of creative endeavor. The process is an invaluable educational experience.

Children building with blocks:

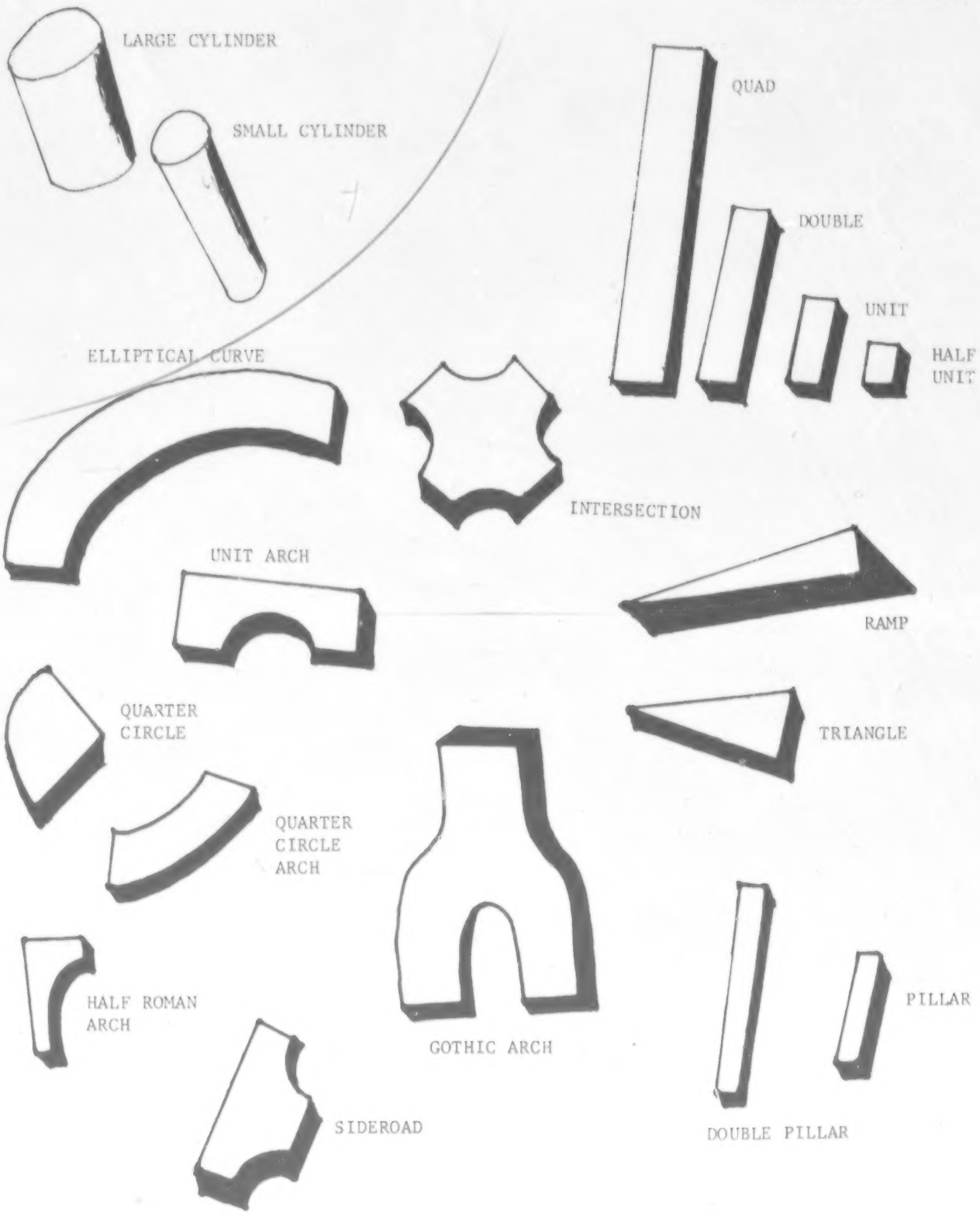
- become aware of such properties as size, shape, weight, and balance
- learn to organize different positional relationships by noting equivalency, repeating sets, of groups, estimating space...
- create architectural forms by bridging, making tunnels, ramps, and grids
- stengthen perception of space as under, below, in front of, behind, above, inside, outside...
- practice beginning measurement
- develop beginning concepts of volume
- classify by size, shape, and category
- become aware of whole-part relationships
- encounter scientific concepts such as leverage, balance, and stability
- strengthen eye-hand coordination
- sharpen perception
- reproduce segments of the larger world
- make use of imagery and recall reproducing and recreating forms distilled from past experiences
- develop feelings of achievements and power
- have daily opportunities to gain respect from others and for self
- work with peers, combining ideas, solving problems

Teachers can help by:

- valuing blocks and encouraging their use as learning materials
- helping children to keep non-essential blocks picked up and out of the way as building progresses
- observing children's working styles, their need for information
- listening and talking with children, never forcing explanations
- photographing projects valued by builders
- allowing structures to occasionally stand for extended periods of time
- commenting, but avoiding excessive praise that encourages imitation and doubt in others
- introducing appropriate supplementary materials
- helping children to plan cooperatively and recognize the problems they have encountered and solved
- promoting sustained interest through trips, pictures, books, resource people...

[1] Moffitt, Mary W., Block Building--Teacher's Manual with sound/slide set including 40 slides with cassette. Arlington, Virginia, CHILDHOOD RESOURCES Inc., c. 1971 (available at the FCPS Professional Library)

IDENTIFICATION OF UNIT BLOCKS



Appendix No. 6

USE OF WORKBENCH

Woodworking offers the five-year-old another opportunity for creative expression. Workbench activities provide excellent opportunities for: reinforcing math concepts; directing excess energy; exercising large muscles; developing a sense of accomplishment; and a developing respect for tools that could be harmful.

Using standard tools is a satisfying experience for children. Through woodworking the child develops an awareness of use of materials and tools.

The child's personal satisfaction should be of utmost importance, rather than judging the product by adult standards.

Definite safety rules should be established by the teacher with a clear understanding on the child's part of the reason for these rules.

Suggestions for Setting Up Woodworking Center

- Insofar as space permits, choose an area that is free from other activities and large enough to accommodate all necessary materials.
- Provide for easy access and storage of materials.
- Limit workbench activity to two children at one time.
- Provide adult supervision for activities at all times.
- Store unfinished objects.
- Store unused wood in cardboard or wooden boxes separate from that in use.
- Have each child return the equipment used to its designated storage area.

Woodworking Materials

I. Presentation of Tools

Each tool should be presented and demonstrated to the total class. At this time standards for use, safety and storage should be discussed. For a first experience in hammering nails, a pounding board or tree trunk should be available.

II. Description of Materials

Wood - Use soft wood, such as pine of varying sizes, shapes, and thickness.

Nails - Provide an assortment of sizes and lengths and demonstrate a relationship of nails to size of wood.

Hammer

Saw - Hold saw by handle and avoid sharp edges of teeth.
Saw with a push stroke at a slight angle across the grain.
Carry by handle close to side with teeth pointing back.

Vise and C-Clamp - Attach vise to workbench to hold wood for sawing.
Demonstrate how clamps hold wood to make sawing easier.
Emphasize the necessity for keeping the clamps tight.

Sandpaper - Provide assorted textures as needed for smoothing wood surfaces.
Demonstrate the reason for sanding.

Paint - Use tempera paint as one means of finishing child's project.

Appendix No. 7

THE FIELD TRIP

The field trip is a planned visit outside the classroom which extends the learning of children. It is most effective when the purposes for taking the trip have been developed with the pupils. The field trip is especially important for many of the kindergarten children to help them clarify their impressions of the world around them. These trips should be of short duration and directly connected with their daily experiences.

There are many opportunities for walking trips in each school and community. Some trips may be repeated several times during the year to clarify learnings and to make additional observations.

There should be a follow-up of each trip by discussing children's questions, talking about things that particularly interested them, clarifying misconceptions, painting pictures, and other appropriate activities.

Some suggested places for these trips include:

- principal's office
- cafeteria
- library
- school yard
- nature trails
- construction near the school
- a firehouse
- a pet store
- a farm
- Dulles Airport
- a shopping center
- a post office
- a dairy
- a bakery
- a grocery store
- a store

Procedures for the teacher to follow whenever the trip is off the school grounds:

- Discuss the trip, including transportation and the time table, with the principal
- Visit the place, if possible, prior to planning with the pupils
- Obtain written permission from each parent for child to take the trip
- Use school busses for all trips requiring transportation
- Limit the travel time on busses to approximately 30 minutes one way
- Develop standards of behavior with children
- Before the day of the trip, meet with parent helpers to explain their r le
- Plan a trip for only one class at a time

The teacher has the responsibility for the entire group but should use parents who understand the plan and purpose of the trip to assist. Groups of three or four children will be assigned to each adult. If possible, enough parents should be used so that the teacher is free to attend to details.

Appendix No. 8

USE OF LIBRARY

The library habit should be encouraged at an early age. The five-year-olds will begin regular library visits early in the year. The teacher or aide accompanies the group. During visits to the library, children will:

- become acquainted with the facilities
- learn the way to care for books
- read or hear stories or poems
- dramatize storybook characters
- view films and filmstrips
- use the listening centers
- select books for the classroom or to take home.

It is advisable that kindergarten children take home books from the library early in the year.

Appendix No. 9

Kindergarten Visitation Form--
Implications for Instruction

The attached form was designed by teachers to be used as a guide when observing in the classroom.

In addition to that use it contains a variety of implications for instruction:

- classroom arrangement
- organization of the day
- the planning of activities to meet specific objectives
- the use of the aide to free the teacher for direct instruction in small groups
- the characteristics of a good climate in the classroom
- the importance of observing and recording behaviors.

Early Childhood K
Section C
September 3, 1974

KINDERGARTEN VISITATION

FORM FOR OBSERVATION

School _____ Principal _____

Address _____

Kindergarten Teacher _____

Kindergarten Aide _____

Background of Group

Total Number Children_____

Boys_____Age Range_____to_____
Girls_____Age Range_____to_____
No Previous School Experience_____
Head Start Experience_____
Private Pre-Kindergarten Experience_____
Some Previous School Experience_____
With Early Identification Process_____
(Area III only)

Pre-Conference Agenda

Organization and Management

1. Environment (pages 91, 94)

   - Centers in use
   - Materials

2. Teacher-Aide Team

3. Organization of Day (page 91)

4. Objectives - Activities (pages 92, 93)

(Visitors review attached pages)

30102

Organization of the Day (General Plan)

Classroom Observation

Organization of Room

Outline of Room

00143

Early Childhood K
Section C
September 3, 1974

Classroom Observation

Teacher-Directed Activities

Objective	Size of Group	T or A	Materials, Activity, Comments

Child-Selected Activities

Center	No. of Pupils	Activity, Material, Comments (Note involvement of aide--where and how the child is functioning)

Classroom Observation

Teacher-Directed Activities

Objective	Size of Group	T or A	Materials, Activity, Comments

Child-Selected Activities

Center	No. of Pupils	Activity, Material, Comments (Note involvement of aide--where and how the child is function

00405

Classroom Observation (cont.)

Observation of Classroom Climate

Facilitating Communication ← TEACHER →		Inhibiting Communication
1. Offers Enthusiastic Support Offers warmth, emotional support, strong encouragement, a smile, nod, pat on back; praises, encourages, has sense of humor	vs.	1. Indicates Disapproval Uses negative overtones, hostile vocal tone; shows irritation, disappointment; frowns, scowls, uses threatening glances
2. Helps Gives looks of acceptance; acts with compassion, with intention to help	vs.	2. Is Inattentive Indicates disinterest, impatience, unwillingness to listen; avoids eye contact
3. Responds Listens with patience and interest; indicates patience and attention by eye contact	vs.	3. Is Unresponsive Fails to respond; ignores needs; is insensitive to feelings
4. Accepts and Uses Ideas of Students Clarifies, builds on, develops ideas suggested by students	vs.	4. Acts in Rejecting Way Ignores suggestions of students; does not allow for children's ideas to permeate work and play activities
5. Self Image As a guide, a resource person, a facilitator, a diagnostician, and instructor	vs.	5. Displays Authoritarian Manner Exercises rigid control; commands; lectures; inhibits natural spontaneity

CHILDREN →		
1. Are involved in a concentrated effort and display a sense of purpose in work or play activity	vs.	1. Lack interest and motivation in activity; task not challenging, or too difficult
2. Are encouraged to complete a task (when possible)	vs.	2. Are not expected to complete task
3. Help teacher in putting away materials	vs.	3. Do not put materials away; adults do
4. Are able to move from one activity to the next on own initiative or with some teacher guidance	vs.	4. Lack sense of direction; don't seem to have a place to go next
5. Are developing some independence as evidenced by ability to make choices and accomplish some tasks by themselves	vs.	5. Lack direction from within themselves--tasks or activities usually imposed by adults

00206

Post-Conference Agenda

I. Instructional Strategies

A. Small-group instruction

B. Activity in centers

C. Individual instruction

D. Total-group instruction

E. Method of recording behaviors

F. Assessment--screening and diagnosis

II. Organization and Management

A. Classroom arrangements

B. Function of aide

III. Planning

A. Balance (content, activity, need)

B. Continuity

C. Method of recording

00107

Appendix No. 10

The Draw-A-Man Test

A TEACHER'S MANUAL

The Center for Effecting Educational Change

c/o Lillian Carey Annex

Fairfax County Public Schools

Fairfax County, Virginia

September, 1969

Prepared by -
Richard J. Schillo,
Coordinator, Child Study

30108

Early Childhood K
Section C
September 3, 1974

The Draw-A-Man Test

The Draw-A-Man Test is a screening device to enable the teacher to quickly rank beginning kindergarten children in terms of readiness. Validation of the results will be made by the teacher through observation and instruction.

Administration:

1. The test can be given to the whole class at one time.

2. Each child is to draw on a sheet of unlined white paper 8½ x 11 inches--the typical sheet of typing paper.

3. A pencil (#2 with an eraser) is to be used.

4. Before testing, the name of the child and the test date should be entered in the upper left hand corner of the sheet (8½-inch side is the top).

   In distributing the papers, the above data are to be at the top of the sheet but turned face down. This presents the child with the unmarked side of the paper.

5. Directions are simply: "Draw a man, make a picture of a man on your sheet of paper." Allow a maximum of 10 minutes. When children finish their drawings, see that they do not scribble or draw over the picture already made.

6. If any children seem unable to respond to the directions to draw a man, suggest that they draw a boy, girl, or woman.

Scoring the Draw-A-Man

Directions: Give a plus or a minus score for each of the following 17 items.

The number of pluses is the raw score for the test. Refer to the table for converting raw scores to stanines, standard scores and percentiles in the manual.

Items to be scored + or -:

1. Head present.
2. Legs present.
3. Arms present.
4. Trunk present.
5. Attachment of arms and legs.
6. Neck present.
7. Outline of neck continuous with that of the head, of the trunk, or of both.
8. Eyes present.
9. Nose present.
10. Mouth present.
11. Hair shown.
12. Clothing present.
13. Fingers present.
14. Correct number of fingers shown.
15. Arms and legs in two dimensions.
16. Ears present.
17. Both chin and forehead shown.

Scoring Criteria:

1. Head present: Score plus for any clear method of representing the head.

   Features alone, without any outline for the head itself, do not receive a plus score for this item.

00119

2. Legs present: Score plus for any method clearly intended to represent the legs. The legs may be attached anywhere to the figure.

   The number must be correct: two in full face drawings; either one or two in profiles. A single leg to which two feet are attached is scored plus. Three or more legs or one leg without a logical reason are scored minus.

   The scorer must use judgment. If only one leg is present but a rough indication of the crotch is included, it is clear that the child intended to indicate two legs and the item is scored plus.

3. Arms present: Score plus for any method clearly intended to represent the arms. The arms may be attached anywhere to the figure.

   The number must be correct: two in full face drawings; either one or two in profiles. Three or more arms or one arm without a logical reason are scored minus.

   Fingers alone do not receive a plus score unless there is a space left between the base of the fingers and that part of the body to which they are attached. Such space is considered to be indicative of the intent to include the arm.

4. Trunk present: Score plus for any clear indication of the trunk whether by a single line or by some two-dimensional figure.

   A single figure between the head and legs is always scored plus as a trunk even though to the adult observer it may be more suggestive of a neck.

   In the event there is no clear differentiation between head and trunk, a plus score can be given if the features appear at the upper end of a single figure and do not occupy more than one-half the length of the figure. A plus score for trunk can also be given if a cross line on a single figure indicates the termination of the head.

5. Attachment of arms and legs: Score plus if the arms and legs are attached to the trunk at any point. Arms connected to the neck or to the junction of the head and trunk when there is no neck are to be considered as attached to the trunk.

   Always score minus if there is no trunk.

   Score minus if the legs are attached elsewhere than to the trunk regardless of the attachment of the arms.

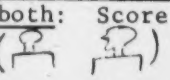
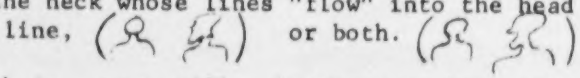
   Score minus if the arms are attached elsewhere than to the trunk regardless of the attachment of the legs.

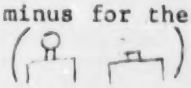
   If both arms and both legs are indicated, score minus if any one is attached elsewhere than to the trunk.

   If one arm or one leg has been omitted, either in full face or profile drawings, a plus score can be given on the basis of the limb shown.

6. Neck present: Score plus for any clear indication of the neck as distinct from the head and the trunk.

   Mere juxtaposition of the head and the trunk receives a minus score.

7. Outline of the neck continuous with that of the head, of the trunk, or of both: Score plus for the neck whose lines "flow" into the head line,  trunk line, or both. 

   Score minus for the neck which is a mere pillar between the head and neck. 

8. Eye(s) present: Score plus for any method of indicating either one or two eyes.

   A single indefinite feature within the head is scored plus for this item even though its significance is unclear.

9. Nose present: Score plus for any method of representing the nose.

   In drawings wherein only one feature has been shown in addition to the eyes, it can be credited as a nose or as a mouth (item 10). In either case, the total score will be the same.

10. Mouth present: Score plus for any method of representing the mouth.

11. Hair shown: Score plus for any method no matter how crude, which is intended to represent hair. A scribbled line on the top of the head scores plus.

    Because it is sometimes difficult to distinguish between hair, fingers, and a hat in the drawings of young children, the following guidelines should be followed:

    a. In a drawing in which a number of straight lines project from either side of the head and in which there are no other indications of arms or fingers, the projecting lines should be scored plus for fingers (item 13) but minus for hair.

    b. A hat can usually be distinguished by its brim.

    c. Young children frequently draw hair which is visible through the hat, and any shading or decoration on or about the hat should be carefully noted. If it appears to follow the outline of the head rather than that of the hat, score plus for hair.

12. Clothing present: Score plus for any one or more representations of clothing; e.g., a row of buttons running down the center of the trunk or down betwen the legs; a hat which will often be placed above rather than on the head; a series of horizontal lines drawn across the trunk and sometimes on the limbs as well; marks to indicate pockets or sleeve ends.

    Score minus for a single dot or small circle placed in the center of the trunk; it is probably intended to represent a navel.

00112

13. Fingers present: Score plus for any indication of fingers, no matter how crude.

    If both hands or arms are shown, indications of fingers must appear on both hands or arms to obtain a plus score.

    If only one hand or arm is shown, a plus score can be given for indications of fingers on the one limb.

    In a drawing in which a number of straight lines project from either side of the head and on which there are no other indications of arms or fingers, the projecting lines should be scored plus for fingers.

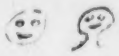
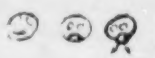
14. Correct number of fingers shown: If two hands or arms are shown, five fingers must be present on both limbs for a plus score.

    If only one hand or arm is shown, score plus for five fingers on the one limb.

15. Arms and legs in two dimensions: For a plus score in full-face drawings, both the arms and both the legs must be shown in two-dimensions. If hands and feet are present, they need not be in two-dimensions.

16. Ears present: Score plus for any indication of ears, no matter how crude. In full-face drawings, both ears must be shown.

17. Both chin and forehead shown: For a plus score in full-face drawings, the eyes and the mouth must be present and a discernible space left above the eyes to represent the forehead and below the mouth to represent the chin.

    (Plus =  ; Minus = )

    In profile drawings, the eyes and mouth may be omitted and a plus score given if the outline of the face clearly indicates the limits of the chin and forehead. ( )

00113

Norm Table*
Kindergarten - October

Raw Score	Stanine***	Standard Score**	Percentile of Standard Score
2	0	58	0.26
3	0	63	0.68
4	1	71	2.68
5	2	78	7.08
6	3	83	12.92
7	3	88	21.19
8	4	93	31.92
9	5	97	42.07
10	5	102	55.17
11	6	107	68.08
12	7	113	80.78
13	8	121	91.92
14	9	129	97.32
15	10	141	99.68
16	10	144	99.83
17	10	144	99.83

*Based on 488 kindergarten children from ten Fairfax County schools, tested in October 1968.

**Normalized standard scores with mean 100, standard deviation 15.

***A stanine is simply a broad-banded standard score and percentile indicator. For example, in a normal distribution stanine scores have the following percentile equivalents:

Stanine	Percentile Range
0	Below 1st
1	1st up to 4th
2	4th up to 11th
3	11th up to 23rd
4	23rd up to 40th
5	40th up to 60th
6	60th up to 77th
7	77th up to 89th
8	89th up to 96th
9	96th up to 99th
10	Above 99th

Discussion: As presented here, the Draw-a-Man Test is a group-administered screening device.

When the raw score from a child's test is converted to its equivalent standard score or percentile, the child's score position has been defined relative to the 488 children in the standardization group.

From the table on page 7, it can be seen that a child with raw score 7, for example, has an equivalent stanine 3, standard score 88, and percentile 21.19. His drawing score surpasses that of 21% of the children in a distribution normalized from the standardization group. Another child, with raw score 14, has surpassed 97% of the children in the same distribution. Unless ones interest is only in comparative quality of a child's drawing, however, the foregoing information alone would be of limited value.

Fortunately, for our purpose, a drawing is not just a drawing. It represents a sample of a child's behavior; it bears import beyond itself. Not only does the child's drawing of a man reveal something about his present level of functioning in the cognitive, motor, and affective areas, it also plays the role of a prophet. It has predictive validity.

The score a kindergarten child receives on his Draw-a-Man in October has some power, limited though it be, to predict his score range on a readiness test in May or June. It will also predict the score range in reading aptitude as judged by his teacher in May or June.

Needless to say, a test score should not be treated as a label, nor allowed to become a self-fulfilling prophecy. In other words, teachers and others must guard against expecting a child with a low score to do poorly and thus relate to him in such a way that he will do poorly.

A deviant score on a screening test is an alert signal, only. It is not a diagnosis. It serves as a reminder to the teacher that a given child needs at least closer observation until she has satisfied herself as to the child's status.

Before presenting the predictive data, it should be noted that the predictive validity of any academic aptitude test depends to some degree on the continuation of the educational status quo. One is able to use tests to predict what new students will accomplish at some point in their future to the extent that education programs experienced between the students' predictor tests and subsequent achievement measures are similar to the programs experienced during a like period by the original standardization group.

Better or, for that matter, worse programs will lower the predictive power of current academic aptitude tests.

Data on the Predictive Validity of the Draw-a-Man Test

1. On a random sample of 94 kindergarten children, the correlation between

October Draw-a-Man raw scores and May/June Metropolitan Readiness Test total raw scores was .61.

This correlation is statistically significant well beyond the .01 level and compares favorably with predictive validity coefficients between intelligence tests and school achievement.

2. How does the use of the Draw-a-Man test with a .61 predictive validity improve one's ability to make group predictions beyond a chance level?

On the assumption that 80% of a class will have satisfactory readiness or achievement at the end of the year, one could by chance alone predict in October that 80% of the class would have satisfactory achievement in May/June.

If in October one were to pick the top 10% of the Draw-a-Man test scores, however, 94% of the children with these scores would theoretically prove satisfactory at the year's end. This represents an improvement in prediction of 14%. Again, if one were to pick the top half of the test scores, 91% of the children with these scores would theoretically prove satisfactory at year's end - an improvement in prediction of 11%. Finally, if one were to choose the top 80% of the test scores, 87% of the children with these scores would theoretically prove satisfactory at year's end - a 7% improvement beyond chance prediction.

Note that the above improvements in prediction apply only to groups of students, not to individual students.

Such group predictions have value in that they allow a teacher to make a more efficient preliminary sorting of her students for exploratory groupings to be verified later by observation and assessment.

3. The data below are presented in an attempt to answer two obvious questions:

What score range on the Draw-A-Man test should be considered as an alert signal? How dependable are such signals?

A random sample of 100 children was drawn from the total Draw-a-Man population of 488. Of this sample, 54 children had in May/June both total Metropolitan scores and teacher predictions of their reading skill at the end of grade 1. These 54 children are referred to in the accompanying table as Category I.

Fifty-five of the children in the random sample had end-of-year Metropolitan Readiness Test, total scores - Category II in the table.

Sixty-six of the sample children had end-of-year teacher ratings - Category III in the table.

00116

October 1968
Draw-A-Man Test

May/June 1969

				Both MRT and Normalized Teacher Ratings Are Below Average: (Stanine Range 0-4 Below 40th percentile)		Both MRT and Normalized Teacher Ratings are Average or Above: (Stanine Range 5-10 40th percentile & Above)		MRT and Normalized Teacher Ratings Disagree: (one is average or above while the other is below average)	
	N	Stanine Range	Percentile Range	N	% of N	N	% of N	N	% of N
Category I (N54)	18	0-4	Below 40th	13 of 18	72.22	1 of 18	5.56	4 of 18	22.22
	36	5-10	40th and above	1 of 36	2.78	23 of 36	63.89	12 of 36	33.33
				MRT is Below Average		MRT is Average or Above			
Category II (N55)	19	0-4	Below 40th	14 of 19	73.68	5 of 19	26.32		
	36	5-10	40th and above	1 of 36	2.78	35 of 36	97.22		
				Teacher Rating Is Below Average		Teacher Rating Is Above Average (stanine 6 and above)			
Category III (N66)	22	0-4	Below 40th	17 of 22	77.27	5 of 22	22.73		
	44	5-10	40th and above	11 of 44	25.00	33 of 14	75.00		

It is clear from the table that particular attention should be paid to that group of students whose beginning kindergarten Draw-a-Man stanine scores are in the 0-4 range. In the present sample, (Categories I, II) approximately three of four such children were in the bottom 40% of the distribution on both MRT total scores and normalized teacher ratings at year's end.

As for children with Draw-a-Man stanine scores in the 5-10 range, predictive power is very good as far as end-of-year MRT total scores are concerned; 97% of them fell at the 40th percentile or above at year's end (Category II). Not as good, but still reasonably adequate, is the prediction of 64% of the 5-10 stanine group in the 40th plus percentile range at year's end on both MRT and normalized teacher ratings (Category I).

Concerning Category III, note should be made that the end-of-year dichotomy of teacher ratings is between the 0-4 stanine range and the 6-10 stanine range. Further, the ratings are not normalized ratings.

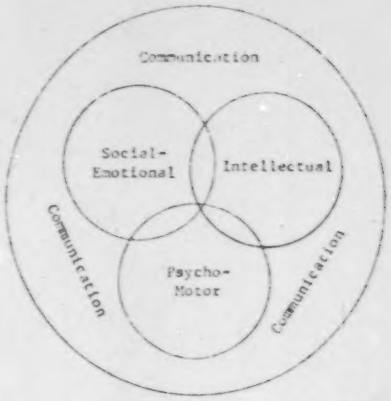
Relative to a normal distribution, the teachers underestimated the number of children at the lower end of the distribution and the average rating included some children who would be below the average category. For this reason, the end-of-year teacher ratings were dichotomized so as to give a clear differential between below average and average or average plus children. The average stanine rating (5) was left out, thus the classification into the 0-4 stanine range and the 6-10 stanine range. As can be seen from the table, this method of categorizing the teacher ratings yields percentages which are fairly comparable to those for Categories I and II.

The table clearly indicates the misses that the Draw-a-Man test will make in its predictions and points up the heuristic and screening nature of the test which was stressed at the beginning of this discussion.

Basic to the kindergarten program are the development of a positive self-image, the importance of continuous learning, the recognition of individual learning rate, and the child's active involvement in direct experiences.

The objectives for the kindergarten program are based on the social-emotional, intellectual, and psycho-motor developmental areas within the child. Communication is essential to all three areas as illustrated in the diagram below.

Content learnings including reading, writing, mathematics, science, social studies, art, music, and physical education are used to develop the objectives.



INTERRELATIONSHIP OF THE DEVELOPMENTAL AREAS

FAIRFAX COUNTY PUBLIC SCHOOLS
FAIRFAX, VIRGINIA

KINDERGARTEN PROGRESS REPORT

Pupil's Name _____

School _____

School Address _____

To Parent or Guardian

This evaluation represents the teacher's estimate of your child's progress. This report form will be used for the four reporting periods. Conferences with the teacher will help both parents and teacher to understand the child and to plan together for his continued development. A conference with the teacher will be scheduled at the end of the first reporting period. Others may be requested by parents or teacher at any time.

To Be Completed After Final Report

Assignment Next School Year _____

Teacher's Signature _____

Date _____

Appendix No. 11

Early Childhood K
Section C
September 3, 1974

Early Childhood K
Section C
September 3, 1974

FAIRFAX COUNTY PUBLIC SCHOOLS, Fairfax, Virginia
KINDERGARTEN PUPIL PROGRESS REPORT

Reporting Period _____ (Date)

	Yes	Making Progress	Not at Present	TEACHER COMMENTS
ACADEMIC DEVELOPMENT				
ORAL LANGUAGE				
Speaks in complete sentences				
Relates experiences in logical sequence				
Attends and recalls information				
Follows oral directions				
Predicts outcomes and draws conclusions				
Enjoys books and stories				
AUDITORY PROCESSING				
Identifies rhyming sounds				
Identifies likenesses/differences in beginning sounds				
Associates symbols with beginning sounds of words				
READING AND WRITTEN EXPRESSION				
Visual Processing				
Recognizes basic shapes ☐, colors ☐, sizes ☐				
Recognizes elements of pictures				
Identifies numerals				
Identifies letters of the alphabet				
Recognizes the printed word has meaning				
Recording Language				
Dictates stories				
Traces letters and numerals				
Copies letters and words				
Prints own words				
NUMBER CONCEPTS				
Counts objects				
Forms a given set of objects				
Combines sets of objects				
Uses numerals to express quantities				
EXPRESSIVE ARTS				
Participates in:				
Construction (blocks, woodworking, etc.)				
Clay modeling				
Painting				
Drawing				
Singing				
Dramatization				
Creative movement				
SOCIAL-EMOTIONAL DEVELOPMENT				
DEVELOPMENT OF SELF				
Personality				
Appears happy				
Is actively involved				
Has healthy curiosity				
Assumes responsibility				
Self-Esteem				
Appears to have good self-image				
Displays confidence				
Appears secure				
SOCIAL SKILLS				
Individual Relationships				
Is considerate of others and their property				
Displays emotions but has control				
Group Relationships				
Has reasonable code of behavior				
Can be leader or participant				
Accepts group rules				
Retains individuality				
MOTIVATION FOR LEARNING				
Has positive feelings about school				
Initiates tasks				
Persists to complete a task				
Pursues a variety of interests				
Expresses pride in own work				
Values contributions of others				
PSYCHO-MOTOR DEVELOPMENT				
LARGE MUSCLE COORDINATION				
Has controlled movement (e.g., stopping, starting, turning)				
Coordinates own movement: running ☐, jumping ☐, galloping ☐				
Has body balance: hopping ☐, walking a line ☐				
SMALL MUSCLE COORDINATION				
Controls manipulatives (e.g., blocks, pegboards, puzzles)				
Controls crayons ☐, scissors ☐, pencils ☐, paintbrushes ☐				

Please sign, detach and return to school

COMMENTS BY PARENT OR GUARDIAN

☐ Conference Requested

Signature of Parent _____ Date _____

00129

Appendix No. 12

BIBLIOGRAPHY--SECTION C

(Additional Resources for Early Childhood
Published by Fairfax County Public Schools, Fairfax, Va.)

Assessment of Learning Abilities for Beginning Kindergarteners, Instruction Manual, CEEC-Learning Disabilities, FCPS, August, 1972.

Basic Functions/Reading Readiness: Beginning Reading, The Early Childhood Learning Center, FCPS, February, 1974.

Curriculum Guide--Head Start Program, FCPS, February, 1974.

Kindergarten, A Guide for Teachers, FCPS, 1968.

Observational Schedules for Children Ages Three Through Seven, Diagnostic/Instructional Procedures in Language Arts and Mathematics for Five-Year-Olds, CEEC, FCPS, August, 1970.

"Our Kindergartens--Five Years Old," Fairfax Schools Bulletin, FCPS, Vol. 10, No. 3, November, 1973.

Schillo, Richard J., Information Report, Tests in the Child Study Program, CEEC, FCPS, December, 1970.

Succeed Manual, Step-Up Language Arts, FCPS, 1973-74.

SULA Form #9, Succeed Recording Chart.

Wann, Kenneth, Kindergarten, Department of Instruction, FCPS, July, 1968.

00121

PROGRAM OF STUDIES

EARLY CHILDHOOD EDUCATION

KINDERGARTEN SECTION

SECTION F
(PARTIAL)

08122

INSTRUCTIONAL MATERIALS

SUPPLIES AND EQUIPMENT

REQUIREMENTS

00123

INSTRUCTIONAL MATERIAL AND EQUIPMENT REQUIREMENTS

This section of the Program of Studies identifies basic materials, supplies and equipment for implementing kindergarten instruction. These lists are considered basic and are being included for use in setting up new kindergarten rooms and for guidance in ordering. All of these items are listed in the existing materials and equipment catalogs.

In addition to those described above, many excellent additional materials can be found in the preview and selection catalog in the early childhood section.

Section F includes the following:

		Page
1.	Basic Materials List for Kindergarten - Nonconsumable (Quantities based on 25 pupils)	5
2.	Guide for Ordering Consumable Materials for Kindergarten (Quantities based on 25 pupils)	21
3.	Equipping Guide for Kindergarten Classrooms	27
4.	Criteria for Selecting Instructional Materials for Early Childhood Education	33

1. BASIC MATERIALS LIST FOR KINDERGARTEN

(NONCONSUMABLE)

(Quantities based on 25 pupils)

00125

BASIC MATERIALS LIST FOR KINDERGARTEN (NON-CONSUMABLE)
(Quantities based on 25 pupils)

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
	Art			
K	Brushes	Water color #12. 24 per room	Delta	S3981-312457
	Blocks			
K	Blocks	Counting cubes, 1" square, wooden, colored. 3 per room	Bradly	3941-110696
K	Blocks	Design parquetry, wooden. 3 per room	Playskool	3941-110718
K	Blocks	Table unit--58 blocks, 14 shapes. 1 per room	Childcraft	3941-936464
K	Blocks	Kindergarten, colored. 1 per room	Playskool	3941-110712
	Block Play			
K	Family, wood	White family members. 1 per room	KC	3941-111619
K	Family, wood	Black family members. 1 per room	KC	3941-111620
K	Figures, animal, wood	Six wooden zoo animals. 1 per room	KC	3941-111622
K	Truck	Wooden van. 1 per room	Childcraft	3941-111721
K	Sedan	Wooden. 1 per room	Playskool	3941-111900
K	Pickup truck	Wooden. 1 per room	Playskool	3941-111901
K	Convertible	Wooden. 1 per room	Playskool	3941-111902
	Housekeeping			
K	Housekeeping set and stand	Set with corn, broom, wet mop, dust mop, brush, dust pan and stand. 1 per room	Childcraft	3941-936565
K	Aluminum flatware	Six knives, six forks, six spoons. 1 per room	Childcraft	3941-936666
K	Dishes (tea set)	Adult size tea set of melmac--4 cups, saucers, plates, sugar bowl/c. 1 per room	Childcraft	3941-938282

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	Aluminum Cooking Set	23 pieces--4 lbs. 1 per room	Childcraft	3941-936767
K	Wooden iron, child	Hardwood iron. 1 per room	Childcraft	3941-936868
K	Ironing board, child	30" long, 22" high. 1 per room	Childcraft	3941-936969
	Language			
K	Cube block design pattern cards	70 sequenced pattern cards with designs. 1 per room	Teaching Resources	3941-935988
K	Puppet, girl	Hand puppet, girl. 1 per room	Judy	3941-111749
K	Puppet, boy	Hand puppet, boy. 1 per room	Judy	3941-111750
	Record and Book			
K	"The Biggest Bear"	Record and book. 1 per room	Scholastic Audio-Visual	3652-140404
K	"Bread and Jam for Frances"	Record and book. 1 per room	"	3652-140505
K	"Caps for Sale"	Record and book. 1 per room	"	3652-140808
K	"City Mouse-Country Mouse and Two More Mouse Tales from Aesop"	Record and book. 1 per room	"	3652-140606
K	"Clifford Gets a Job/Takes a Trip"	Record and book. 1 per room	"	3652-140707
K	"Clifford the Big Red Dog/The Witch's Christmas"	Record and book. 1 per room	"	3652-140909
K	"Curious George Rides a Bike"	Record and book. 1 per room	"	3652-141010
K	"Curious George Takes a Job"	Record and book. 1 per room	"	3652-141111
K	"Georgie and the Robbers"	Record and book. 1 per room	"	3652-141212
K	"Madeline's Rescue"	Record and book. 1 per room	"	3652-142017

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	"That's What Friends Are For"	Record and book. 1 per room	Scholastic Audio-Visual	3652-141320
K	"Favorite Rhymes From a Rocket in My Pocket/Teeny Tiny Woman"	Record and book. 1 per room	"	3652-141826
	See Quees			
K	Building a House	12 pieces. 1 per room	(Judy) Interstate	3941-891919
K	Blowing a Balloon	4 pieces. 1 per room	Judy	3941-891414
K	Season	4 pieces. 1 per room	Judy	3941-891515
K	Caterpillar to Butterfly	6 pieces. 1 per room	(Judy) Interstate	3941-892020
K	An Apple Tree Grows	6 pieces. 1 per room	(Judy) Interstate	3941-892121
K	Man in Space	12 pieces. 1 per room	Judy	3941-891212
K	Toy Telephone	Plastic toy phones. 2 per room	Community Playthings	3941-399148
	Music			
K	Drum, rhythm	1 per room	Rhythm Bank, Inc.	3931-267450
K	Bells, wrist	2 pair per room	Rhythm Bank, Inc.	3931-680171
K	Stick, rhythm	5 pair per room	Rhythm Bank, Inc.	3931-720200
K	Drum mano, 10"	1 per room	Drums Unlimited	3931-260320
K	Cymbals, 8" with leather straps	1 per room	Drums Unlimited	3931-339030
K	Tambourine	2 per room	Rhythm Bank, Inc.	3931-574071
K	Resonator bells	1 per room	Drums Unlimited	3931-660351
K	Gourd tone blocks	2 per room	Rhythm Bank, Inc.	3931-730071
K	Triangle, 6 inch	2 per room	Rhythm Bank, Inc.	3931-300071

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	Jingle clog	2 per room	DLM	3931-760002
K	Maracas	1 per room	Rhythm Bank, Inc.	3931-591071
K	Cymbals, finger	2 per room	Peripole	3931-337071
	Record			
K	Rhythms of Childhood	1 per room	Folkways Records	3652-010707
K	Music for Children to Dance To	1 per room	Golden Records	3652-010606
K	Rhythm Time, Album I	1 per room	Bowmar Records	3652-010202
K	Play Your Instrument and Make a Pretty Sound (Jenkins)	1 per room	Scholastic	3652-141427
K	Record-Rhythm Time Vol. 2	1 per room	Bowmar	3652-010101
K	"Learning Basic Skills Through Music" - Hap Palmer, Vol. I	Numbers, colors, the alphabet, body awareness are all presented through rhythm. 1 per room	Educational Activities	3652-010303
K	"Simplified Folk Songs" - Hap Palmer	Contemporary style of rhythmic folk songs.	Educational Activities	3652-142121
K	"Homemade Band" - Hap Palmer	Melodic background for original songs and traditional favorites for rhythm band.	Educational Activities	3652-142221
K	"Movin"	Symphony to rock, classical to pop--appropriate for creative movement.	Educational Activities	3652-142321
K	"Learning Basic Skills Through Music" - Vol. II (Red Jacket)	LP record, guide--game songs teaching eleven colors, numbers to twenty, subtraction and telling time and two reading readiness songs	Educational Activities	3652-010404
K	"Learning Basic Skills Through Music" - Building Vocabulary (Green Jacket), Vol. III	LP record, guide--children learn vocabulary through active participation as well as the meaning of forward-backward, inside-outside, high-low, over, under and around	Educational Activities	3652-010505

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	"Learning Basic Skills Through Music-Health and Safety" (Blue Jacket)	LP record, guide--catchy lyrics teach cleanliness, balanced diet, exercise and safety rules and reasons behind them	Educational Activities	3652-141513
K	"Math Readiness, Vocabulary and Concepts"	LP record, guide--music and action songs that teach such ideas as big, little, long, short, shorter, same, like-different, before, after, greater and less	Educational Activities	3652-141614
K-1	"Math Readiness, Addition and Subtraction"	LP record, guide--games and movement activities to teach addition and subtraction facts to a variety of musical styles	Educational Activities	3652-141715
K	"Getting to Know Myself"	LP record, guide--includes learnings related to awareness of body image and body's position in space; identification of body places; objects in relation to body planes, body part identification; feelings and moods.	Scholastic	3652-141917
K	"Sing a Song of Home, Neighborhood and Community"	LP records--on original (1968) list for kindergarten.	Bowmar	3652-011010
K	"My Playful Scarf" (Movement)		Children's Record Guild	3652-011111
K	"Nothing to Do" (Walking, Clapping, etc.)		CRG	3652-011211
K	"Child's Introduction to Symphony"		Golden Records	3652-011312
K	"Eeinsee, Beensie Spider" (Singing-Finger Play)		CRG	3652-011411
K	"Creepy the Crawly Caterpillow"		CRG	3652-011511

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	"Twelve Days of Christmas/Little Bitty Baby"	LP records--on original (1968) list for kindergarten.	Young People's Record	3652-011613
K	"Dance, Sing and Listen"		Bowmar	3652-011710
K	"Physical Funness"		Kimbo	3652-011814
K	"A Thump, A Twinkle, and A Twitch/ Flop, Mop, Cotton and Pete"		Columbia	3652-011915
	Science			
K	Magnifying Lenses	2 magnifiers--one sees small, one sees large. 1 per room	Creative Playthings	3941-938686
K	Measuring units	Standard measures in unbreakable plastic qt., pt. 1 per room	Childcraft	3079-670101
K	Prism	Glass, 6" long, ½ pt., ½ pt. 2 per room	Creative Playthings	3831-151362
K	Thermometer	Indoor-out--easy to install, easy to read. 1 per room	Childcraft	3821-526176
K	Sand combs	3 forms to make creative designs in sand. 1 per room	Childcraft	3941-936363
K	Sand tools	1 per room	Childcraft	3941-936262
K	Kit magnet	Kit for a class of 15. 1 per room	Central Scientific	3812-602800
K	Magnet, super	8½" high, plastic and metal, lifts up to 10 lbs. 1 per room	Creative Playthings	3499-161086
K	Magniks	6 parts, plastic coated. 1 per room	Creative Playthings	3499-160687

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
	Science--AAAS Part A		Ginn & Co., Xerox Dist. Center	
K	30 competency measure score sheets	Use for all exercises.		3941-934545
K	30 felt squares of ten different colors	Use for exercise a.		2211-061352
K	3 blocks: 1 ea, orange, green, and purple	Use for exercise a.		3941-909200
K	50 cardb'd shapes: 10 ea square, circ, tri, rect, ellipse	Use for exercise b.		3941-934444
K	1 roll of double-sides adhesive tape	Use for exercise b.		3842-320301
K	5 wire 2-d shapes: square, circ, tri, rect, ellipse	Use for exercise b.		3941-934343
K	15 felt shapes: 3 sizes and colors ea circle, square, rectangle, triangle, ellipse	Use for exercise b.		2211-061251
K	1 wagon set: rectangular box, 4 ea large & small circles, rect, tri, ellipse, pins and 1 handle	Use for exercise b.		3941-909172
K	1 carpenter's folding ruler	Use for exercise b.		3423-792340
K	1 toy musical triangle	Use for exercise b.		3931-545021
K	1 toy football	Use for exercise b.		3948-151354
K	4 plastic nuts	Use for exercise d.		3941-934242
K	4 sandpaper sheets: ext fine, fine, med, coarse	Use for exercise d.		3291-510820
K	3 illustrations of boxes	Use for exercise o.		3941-935858
K	3 illustrations of balls	Use for exercise o.		3941-935757

006262

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	3 illustrations of shells	Use for exercise o.		3941-935656
K	3 illustrations of tin cans	Use for exercise o.		3941-935555
K	1 cone-shaped party hat	Use for exercise o.		3941-909474
K	1 illustration of an Egyptian pyramid	Use for exercise o.		3941-935454
K	5 colored pictures: rabbit, dog, cat, snake, bird	Use for exercise p.		3941-935353
K	5 illustrations for "Jack and Jill "	Use for exercise p.		3941-935252
K	30 plastic spoons	Use for exercise r.		3079-480001
K	12 beads: 4 each red, blue, yellow	Use for exercise s.		3941-935151
K	16 plastic nuts: 4 ea walnut, brazil, peanut, almond	Use for exercise s.		3941-935050
K	12 numeral cards for the numbers 1-12	Use for exercise u.		3941-934949
K	5 large cardboard clock faces with movable hands	Use for exercise u.		941-934848
K	4 colored pictures: bee, parakeet, kitten, hampster	Use for exercise v.		3941-934747
K	36 pictures of different animals	Use for exercise v.		3941-934646

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
	Physical Education			
K	Balls, playground	6" rubber. 4 per room	Voit	3948-490595
K	Balls, playground	8½" rubber. 4 per room	Voit	3948-490695
K	Balls, playground	10" rubber. 4 per room	Voit	3948-490795
K	Ball, nerf	Soft sponge rubber. 1 per room	R. P. Clarke	3948-490900
K	Bean bags	4". 1 dozen per room	Apex	3948-491605
K	Board, balance	1 per room	R. P. Clarke	3948-491974
K	Carrier, ball	Nylon. 1 per room	Wolverine Sports	3943-492699
K	Rope, jump	Plastic, 16'. 1 per room	Apex	3948-496932
K	Rope, jump	Plastic, 8'. 6 per room	Apex	3948-496832
K	Ring toss set	1 per room	R. P. Clarke	3948-497591
K	Scooter, gym	3 per room	R. P. Clarke	3948-497391
	Hand Tools - Separate Items (See Tool Set and items included on page 30 under Equipping Guide.)			
K	Bit - set of drill	1 per room	Stanely	3423-063460
K	Brace, box ratchet type sweep, 8"	1 per room	Stanley #922	3423-060158
K	C clamps, 3"	4 per room	Hargrove #540	3423-080102
K	C clamps, 3"	4 per room	Stanley #136	3423-080126
K	C clamps, 2"	4 per room	Stanley #152	3423-080125
K	C clamps, 1"	2 per room	Stanley #151	3423-080124

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	Cardboard, 3 ply corregated, 4x8'	2 per room	Nelson Company	2621-310201
K	Clamps, #1, handy, jaw opening, 1"	4 per room	Hargrove	3423-080424
K	Clamps, #2, handy, jaw opening, 2"	4 per room	Hargrove	3423-080425
K	Drill, hand, 1/4" capacity	1 per room	Stanley #610	3548-041105
K	Drill points for hand drills, 4/64" to 11/64"	1 per room	Stanley #600	3423-241835
K	Drills, hand, chuck capacity 1/4"	2 per room	Stanley #514	3423-231128
K	File, wood, flat, 8"	1 per room	Nicholson	3423-133908
K	File, wood, flat, 8" long, smooth	1 per room	Nicholson	3423-133908
K	File, wood, half round, 8" long, bastard rasp	2 per room	Nicholson	3423-134108
K	File, wood, half round, 8" long, smooth	2 per room	Nicholson	3423-134208
K	Goggles, coverall	4 per room		3842-123848
K	Plane, bench	1 per room	Stanley #118	3423-900207
K	Pliers, straight nose, thin, 511, 6"	2 per room	Crescent	3423-182406
K	Saws, coping, 6 3/4" Blades	2 per room	Disston #15	3425-032481
K	Saw, crosscut, 10 point, 22" long	1 per room	Disston #D8	3425-042278
K	Saw, rip, 5 1/2 point, 26", straight back	1 per room	Disston #D8	3425-112778
K	Screwdrivers, assorted (set of 5)	1 per room	Standard, #3000M	3423-190213

Early Childhood K
Section F
September 3, 1974

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	Hammer, Steel Handle, 13 oz., A-13	2 per room	True Temper	3423-150413
K	Vise, with gryo base, #73	1 per room	Columbia	3423-220849
K	Wire cutter, 4", diagonal	1 per room	Cresent #942-4C	3423-740104
	Manipulation			
K	Letters	Lower case, 3" red flannel. 1 per room	Instructo	3941-110708
K	Capitals, alphabet	Assortment. 1 per room	Instructo	3941-110710
K	Alphabet, upper case	Wooden, insert boards included. 1 per room	Childcraft	3941-937070
K	Alphabet, lower case	Wooden, insert boards included. 1 per room	Childcraft	3941-937171
K	Tactile letter-block board	1 per room	Childcraft	3941-937272
K	Beads	2 shapes, 3 sizes, 6 colors, goes with pattern cards. 1 per room	Teaching Resources	3941-938789
K	Cards, Sequence	70 Pattern cards, colored to match beads. Patterns from simple to difficult. 1 per room	Teaching Resources	3941-938890
K	Bead laces	Dozen laces to a box. 2 dozen per room	Milton Bradley	3941-111742
K	Figures, doctor and nurse	Wooden figures. 1 per room	Kurtz	3941-111621
K	Dominoes	Giant size, wooden. 1 per room	Kurtz	3941-111604
K	Dominoes	Jolly time-bright pictures on heavy cardboard. 1 per room	Milton Bradley	3941-111565
K	Magnetic lower case letters	Assorted colors, plastic. 2 per room	Playschool (Kaplan)	3941-937979
K	Magnetic capital letters	Assorted colors, plastic 2 per room	Playschool (Kaplan)	3941-938080
K	Magnetic numbers	Assorted colors, plastic. 2 per room	Playschool (Kaplan)	3941-938181

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	Jumbo pegboard	8 7/8" X 8 7/8" X 1/2" - 25 holes. 5 per room	Ideal	3941-937777
K	Pan balance scale	Heavy weight plywood. 1 per room	Childcraft	3941-937373
K	Scissors, blunt 4½"	Blunt 4½". 1 dozen per room	Sew and Sew Forth	3421-071333
K	Scissors, sharp 5"	Sharp 5". 1 dozen per room	Sew and Sew Forth	3421-070334
K	Scissors, blunt 4" left	Blunt 4" left. 1 dozen per room	Sew and Sew Forth	3421-071432
K	Scissors, office 8"	Teacher scissors. 2 per room	Arts and Crafts	3421-070335
K	Timer, mechanical	60 minute. 1 per room	Kurtz Bros.	3871-270229
K	Tinker toys	1 per room	Hammett Co.	3941-111638
K	Color cubes	1" cubes. 1 per room	Childcraft	3941-935959
K	Easy grip pegs	Large rounded heads. 1 per room	Ideal	3941-936060
K	Plastic pegboards	100 holes. 10 per room	DLM	3941-937676
K	Pegboard designs	Pattern cards. 1 per room	DLM	3941-907152
K	Pegs	3/4" colored plastic pegs. 1 per room	DLM	3941-937474
K	Photo lotto	1 per room	Childcraft	3941-890909
K	Size lotto	1 per room	Creative Playthings	3941-938383
K	Picture lotto	1 per room	Creative Playthings	3941-938484
K	ABC lotto	1 per room	Kurtz	3941-938585
K	Counting frame	Small wooden frame. 2 per room	Kurtz	3941-916563
K	Puzzle - Anatosaurus	12 pieces wooden puzzle. 1 per room	Judy	3941-893838

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	Puzzle - Tyrannosaurus	13 pieces wooden puzzle. 1 per room	Judy	3941-893737
K	Puzzle - Triceratops	14 pieces wooden puzzle. 1 per room	Judy	3941 893131
K	Puzzle - Stegogaurus	14 pieces wooden puzzle. 1 per room	Judy	3941-893232
K	Puzzle - Brontosaurus	15 pieces wooden puzzle. 1 per room	Judy	3941-893333
K	Puzzle - Rocket	16 pieces wooden. 1 per room	Judy	3941-893434
K	Puzzle - Astronauts	17 pieces wooden. 1 per room	Judy	3941-893535
K	Puzzle - Space Walk	15 pieces wooden. 1 per room	Judy	3941-893030
K	Puzzle - Lunar	18 pieces wooden. 1 per room	Judy	3941-892626
K	Puzzle - Man on Moon	20 pieces wooden. 1 per room	Judy	3941-892727
K	Puzzle - Capsule	19 pieces wooden. 1 per room	Judy	3941-892828
K	Jet	19 wooden pieces. 1 per room	Judy	3941-891616
K	Diesel	19 wooden pieces. 1 per room	Judy	3941-892929
K	Tugboat	16 wooden pieces. 1 per room	Judy	3941-894747
K	Dentist	16 wooden pieces. 1 per room	Judy	3941-894646
K	TV repairman	13 wooden pieces. 1 per room	Judy	3941-894545
K	Construction worker	17 wooden pieces. 1 per room	Judy	3941-894444
K	Doctor	19 wooden pieces. 1 per room	Judy	3941-111679
K	Zoo	Advanced puzzle, 50 pieces. 1 per room	Judy	3941-891717
K	Playground	Advanced, 50-60 pieces. 1 per room	Judy	3941-892222

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
K	U.S. map	19½" X 11 3/4" puzzle. 1 per room	ABC School Supply (Playskool)	2741-226200
K	Evoluate puzzle set	Set of 5 wooden geometric puzzles. 1 per room	Environments, Inc.	3941-896763
K	Storage boxes	Unbreakable plastic. 3 per room	Interstate	3079-660101
K	Storage boxes	Unbreakable plastic. 3 per room	Interstate	3079-660202
K	Exploring Music, T.E.	1 per room	Holt, Rinehart, Winston	9071 011 015
K	Exploring Music, record set	1 per room	Holt, Rinehart Winston	9071 011 020
K	I Do and I Understand	1 per room	John Wiley, Addison Wesley	9301 002 432
K	Mathematics Begins	Development of counting numbers. 1 per room	John Wiley, Addison Wesley	9301 002 433
K	Beginnings	1 per room	John Wiley, Addison Wesley	9301 002 439
K	Primer, T.E.	1 per room	Addison-Wesley	9301 001 050
K	Language Experiences in Early Childhood Resource Book	Language experience program. 1 per room	Encyclopaedia Brit., Lang. Exp. Series	9141 011 010
	Penny Platt - Addison-Wesley Early Reading Program (Copyright date 1971)		Addison-Wesley	
K	Big Boy	3 per kindergarten room.		9101 001 401
K	Friends for Big Boy	3 per kindergarten room.		9101 001 402
K	Meet Some New Friends	3 per kindergarten room.		9101 001 403

LEVEL	AUTHOR/TITLE	SUGGESTED QUANTITY	PRODUCER/PUBLISHER	FCIN NO.
1	Do Some New Things	3 per kindergarten room.		9101 001 404
	Teachers' Manual for Early Reading Program	One per kindergarten room.		9101 001 405
K-1	Kin/Der Owl Books (Set of 20 books)	Individual reading materials especially designed to supplement and extend learnings in arithmetic, language, literature, science and social studies. One per room.	Holt	9101 001 406
K-2	Little Owl Books (Set of 40 books)	Designed to supplement and extend learnings for children in K-2 in arithmetic, literature, science and social studies.	Holt	9101 001 407
	SEE ADDITIONAL ITEMS FOR KINDERGARTEN UNDER SUBJECT AREA HEADINGS IN BASIC TEXTUAL MATERIALS LIST.			

2. GUIDE FOR ORDERING CONSUMABLE MATERIALS

FOR KINDERGARTEN

(Based on 25 pupils)

00441

GUIDE FOR ORDERING CONSUMABLE MATERIALS FOR KINDERGARTEN
Based on 25 Pupils

ITEM	FCIN	QUANTITY	COMMENTS - SPECIFICATIONS
Burlap	S 3952 621204	1 yd.	Gold
Burlap	S 3952 621304	2 yd.	Red
Burlap	S 3952 621404	1 yd.	Blue
Burlap	S 3952 621504	1 yd.	Green
Burlap	S 3952 621604	2 yd.	Natural
Chalk, colored	S 3952 223333	1 gross	Asstd colors
Chalk, yellow	S 3952 222200	1 gross	
Clay, ceramic	S 3952 613591	50 lb.	Buff
Clay, plastic	S 3952 613711	1 lb.	Dk blue
Clay, plastic	S 3952 613712	1 lb.	Red
Clay, plastic	S 3952 613713	1 lb.	Yellow
Clay, plastic	S 3952 613714	1 lb.	Green
Clay, plastic	S 3952 613716	1 lb.	Cream
Markers, felt	S 3951 363-630, 730, 830, 930	2 doz.	Asstd colors
Needles, raffia	S 3952 670251	2 pkgs	20 needles per pkg
Paint, tempera	S 3952 653822	2 qt.	Liquid black
Paint, tempera	S 3952 653922	4 qt.	Liquid white
Paint, tempera	S 3952 654022	2 qt.	Liquid red

ITEM	FCIN	QUANTITY	COMMENTS - SPECIFICATIONS
Paint, tempera	S 3952 654122	2 qt.	Liquid yellow
Paint, tempera	S 3952 654222	2 qt.	Liquid blue
Paint, tempera	S 3952 654322	2 qt.	Liquid brown
Paint, tempera	S 3952 654422	2 qt.	Liquid green
Paint, tempera	S 3952 654622	1 qt.	Liquid orange
Paint, finger	S 3952 661122	2 qt.	Blue
Paint, finger	S 3952 661621	2 qt.	Red
Paint, finger	S 3952 661324	2 qt.	Green
Paper, construction	S 2621 070151	2 pkg.	12 x 18 red
Paper, construction	S 2621 070152	1 pkg.	12 x 18 black
Paper, construction	S 2621 070153	1 pkg.	12 x 18 orange
Paper, construction	S 2621 070156	2 pkg.	12 x 18 green
Paper, construction	S 2621 070157	2 pkg.	12 x 18 blue
Paper, construction	S 2621 070159	2 pkg.	12 x 18 yellow
Paper, construction	S 2621 070161	1 pkg.	12 x 18 dark brown
Paper, construction	S 2621 070162	1 pkg.	12 x 18 white
Paper, fingerpaint	S 2621 090100	1 pkg.	16 x 22, 100 per pkg.
Paper, manila	S 2621 010303	1 rm.	12 x 18, 4 rm/cs
Paper, poster	S 2621 111251	1 pkg.	18 x 24 red

00143

ITEM	FCIN	QUANTITY	COMMENTS - SPECIFICATIONS
Paper, poster	S 2621 111252	1 pkg.	Orange
Paper, poster	S 2621 111253	1 pkg.	Black
Paper, poster	S 2621 111255	1 pkg.	Green
Paper, poster	S 2621 111257	1 pkg.	Blue
Paper, poster	S 2621 111259	1 pkg.	Yellow
Paper, student	S 2621 282636	1 rm.	Experience chart paper
Paper, newsprint	S 2621 350250	1 rm.	24 x 36 unlined white
Paper, wrapping	S 2621 080470	roll	36 in. kraft
Paste, metalyn, wallpaper	S 2891 130224	1 box	Makes 8 qts., never spoils, used without refrigeration
Paste, adhezo	S 2891 130371	5 pints	
Sponge, cell	S 2821 262020	5	
Tagboard	S 2621 270150	3-4 shts.	
Yarn	S 3952 623611	3 sk.	Orange
Yarn	S 3952 623712	3 sk.	Yellow
Yarn	S 3952 623813	3 sk.	Blue
Yarn	S 3952 624015	3 sk.	Green
Yarn	3952 628080	3 sk.	Black
Yarn	3952 628181	3 sk.	Red
Dowel rods	3941 111782	1 doz.	1/2 x 36 in.

ITEM	FCIN	QUANTITY	COMMENTS - SPECIFICATIONS
Dowel rods	3941 111786	1 doz.	3/4 x 36 in.
Dowel rods	3941 111787	1 doz.	1 x 36 in.
Nails	Purchase Locally		Assorted sizes, large heads
Screws	"		Assorted
Wood	"		Pine, asstd sizes
Sandpaper	"		No. 1/2 and no. 1
Sand, Molding	2899 703033	100 lb. bag	
Newsprint	2621 350150	1 rm.	
Twine (to be used as yarn)	2298 012020	1 cone	8 ply, white
Cardboard, corregated	2621 310201	2 sheets	3 Ply, 4 x 8 ft. sheets Nelson Co., 2116 Sparrows Pt. Rd., Baltimore, Md.

3. EQUIPPING GUIDE FOR

KINDERGARTEN CLASSROOMS

EQUIPPING GUIDE FOR KINDERGARTEN CLASSROOMS

(Order from Budget Code #205. If funds in that account are depleted, request transfer of funds and order from Codes # 307 or 308.)

ITEM DESCRIPTION	QUANTITY	FCIN
Autoharp, 15 bar	1 per classroom	3931-740402
Bed, doll	1 per classroom	3941-897771
Bench, work w/vise	1 per classroom	3941-111596
Block, unit	1 set/classroom	3941-111584
Board, sliding	2 per room	3941-111612
Board, flannel 36 x 48	1 per classroom	3941-111634
Board, ironing, Childcraft #3H113	1 per classroom	3941-897470
Bookcase, 12 x 48 x 36 inches	1 per classroom	2531-010012
Bridges, nesting PR 38 x 26 x 34	4 per classroom	3941-111610
Cabinet, block storage	2 per classroom	2531-432121
Cabinet, tool storage	1 per classroom	3941-111597
Cabinet, paper storage	1 per classroom	2531-021101
Carriage, doll, Community Playthings	1 per classroom	3941-111591
Chair, plastic, 12"	25 per classroom	2531-122000
Chair, rocking child	2 per classroom	2531-233005
Chair, rocking adult	1 per classroom	2531-233006
Cupboard, child	1 per classroom	3941-111594
Derrick, child size	1 per classroom	3941-111604

ITEM DESCRIPTION	QUANTITY	FCIN
Divider, peg board panel	4 per classroom	2531-960914
Easel, double panel	2 per classroom	3941-111806
Frame, counting	1 per classroom	3941-111808
Globe, 12" beginners	1 per classroom	2741-530227
Iron, Childcraft #3H114	1 per classroom	3941-897369
Ladder, crossing	2 per classroom	3941-111611
Listening center and headsets	1 per classroom	3651-250950
Magnifier, giant, (stool)	1 per classroom	3941-950303
Mirror, three way, Childcraft 3D259	1 per classroom	3941-950101
Miscellaneous materials	1 set/classroom	See Basic Materials List for Non-consumable Items
Pipe construction set	1 per classroom	3941-950202
Rack, coat juvenile	2 per classroom	2522-060306
Rack, puzzle	2 per classroom	3941-111636
Refrigerator, child	1 per classroom	3941-111593
Science, AAAS, Part A (comprehensive kit)	1 per classroom	3812-400100
Science, AAAS, Part A (supplementary kit)	1 per classroom	3812-400104
Screen, variplay	1 per classroom	3941-111603
Shelves, material, kindergarten	2 per classroom	2531-531831
Sink, child size	1 per classroom	3941-111590

ITEM DESCRIPTION	QUANTITY	FCIN
Stove, child size	1 per classroom	3941-111592
Table, 36 x 72, adjustable	2 per classroom	2531-100902
Table, 36 x 72, folding legs	2 per classroom	2531-101102
Table, tea, wood, 20 x 30 x 20, child's	1 per classroom	3941-111588
Table, sand/water	1 per classroom	2511-380600
Tool set	1 per classroom	3429-920000
The following items are included in the tool set for kindergarten classrooms:		
1 Bit, set, Speedball, 1/4" 1/2" 3/4"		
1 Brace, 8", Stanley 945		
1 C clamp, 3" #55		
1 File, wood, 1/2 round, 8" w/handle		
1 Hammer, 13 oz. steel, Stanley, S-Z		
1 Hammer, 8 oz. ball pein, Stanley 308		
1 Pliers, combination 6" long		
1 Ruler, metal edge, 12", GH		
1 Saw, 20", 10 point, crosscut		
1 Saw, hack, w/blade, Disston 338		
1 Screwdriver, wood handle, 2 1/2" blade, 6 1/2" overall, Stanley #70		
1 Screwdriver, wood handle, 4" blade, 9" overall		

ITEM DESCRIPTION	QUANTITY	FCIN
1 Try square, iron handle, 8" blade, Stanley 1275		
1 Yardstick, metal ends, #818-0068		
Vehicle transport	1 per classroom	3941-111633
Wagon, wood, child	1 per classroom	3941-111608
Wheelbarrow, child size	1 per classroom	3941-904500

4. CRITERIA FOR SELECTING INSTRUCTIONAL MATERIALS

FOR EARLY CHILDHOOD EDUCATION

CRITERIA FOR SELECTING INSTRUCTIONAL MATERIALS FOR EARLY CHILDHOOD EDUCATION

1. Is the material educationally sound--based on research and learning theory?

2. Can it be used for assessing, instructing, and/or creative expression? Is it open-ended or restrictive for the child?

3. Does it have multi-uses in terms of different learnings, various ages, and need of children, various teaching styles of adults?

   - Is it essential or optional material for a classroom?

   - Will it remain current for a period of years or will it become obsolete in a short time?

   - Does it contribute to a multisensory approach to learning?

4. Does it duplicate existing materials? If so, is it superior to them, according to these criteria?

   - Is it appropriate for curricular areas which lack materials?

5. Does it contribute variety and/or balance to the program?

6. Can it be used with groups of varied sizes?

7. Can it be used in a room simultaneously with other types of activities?

8. Can these materials be efficiently and easily utilized by the teachers (even those unfamiliar to her)?

9. Is it durable, well-constructed, safe, and easy to store?

10. Is it aesthetically pleasing for the young child?